

EDUCATION DEPARTMENT OF VICTORIA
ANNUAL REPORT 1980-81



VICTORIA

Report

of the

EDUCATION DEPARTMENT

for the

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**VICTORIA
EDUCATION DEPARTMENT**

**ANNUAL REPORT
1980-81**

**The Honorable Alan Hunt MLC
Minister of Education**

**The Honorable Norman Lacy MLA
Minister of Educational Services**

Contents

	PAGE
Foreword	6
Introduction by the Director-General of Education	8
CURRICULUM	10
Introduction	10
Curriculum in Primary Schools	13
Curriculum in Secondary Schools	15
Subject Reports	17
English	17
Mathematics	17
Science	18
Geography	18
History	18
Social Science/ Social Studies	19
Media	19
Foreign Languages	19
Physical Education	19
Commerce	22
Music	22
Drama	22
Art/ Craft	23
Home Economics and Textiles and Clothing	23
Graphic Communication	23
Traffic Safety Education	25
Gifted Children Task Force	26
Curriculum in Secondary-Technical Schools	26
Technical and Further Education (TAFE)	27
Organisation and Administration of TAFE	27
TAFE Curriculum	30
Special Education	34
Education of the Intellectually Disabled	34
Education of the Socially and Emotionally Disabled	34
Education of the Physically and Sensorily Disabled	35
Remedial Education	35
Homecrafts	35
State Council for Special Education	35
Curriculum Support Services	36
Departmental Services	36
Ethnic Education Services	36
Aboriginal Education Services	36
Adult Migrant Education Services	37
Child Migrant Education Services	37
Victorian Advisory Committee on Migrant and Multicultural Education	38

Contents

Counselling, Guidance, and Clinical Services	38
Educational Resources Unit	38
Audio-Visual Resources Branch	38
Library Branch	39
Publications and Information Branch	40
Curriculum Services Unit	40
Art	41
Drama	41
Music	42
Environmental Education	43
Home Economics and Textiles and Clothing	43
Language Education	43
Modern Languages	44
Mathematics	44
Science and Rural Studies	45
Physical Education	45
Outdoor Education	45
Social Science	46
Commercial and Legal Studies	47
Teaching and Learning	47
Research	47
Technology	48
TAFE Services	48
Community Education Unit	48
School Councils Unit	49
Curriculum Planning Unit	49
State Schools Nursery	50
Gould League	50
Correspondence School	51
Saturday School of Modern Languages	51
Nondepartmental Services	52
The Curriculum Development Centre	52
The Australian Council for Educational Research	52
The Victorian Institute of Secondary Education	53
Seconded Teachers in Nonschool Situations	54
Subject Associations	55
Professional Development of Teachers: In-Service Education	56
Special Programs	56
Supplementary Grants Program	56
Country Education Project	57
The Choice and Diversity Project	57
Equal Opportunity	58
Computers in Schools	59
Transition Education Programs	60
Careers Education	61
Work Experience	62
Health and Human Relations	64
Plain English Speaking Award	65
PERSONNEL	66
BUILDINGS	74
FINANCE	82
STATISTICS	96

Foreword

The early 1970s was a period of rapid expansion for education in Victoria. Since then the emphasis has been upon encouraging higher standards of teacher-training and in-service education, increasing the involvement of local communities in their schools, curriculum research and development, and making specific provisions for various disadvantaged groups including country, Aboriginal, migrant, underprivileged, and handicapped children. During the 1980s, the Victorian education system faces not only declining enrolments but also the problems of a static allocation of resources to education, falling retention rates in the upper-secondary levels, continuing youth unemployment, and a high level of public concern about basic skills. However, far-reaching changes are now underway. These will affect the administration of education and delivery of education services in Victoria during and beyond the 1980s and should greatly assist the Victorian education system in its efforts to overcome some of these problems.

Considerable progress has been made on the major review of education which we instituted soon after assuming office. The initial step in this review was the tabling in Parliament in December 1979 of the *Ministerial Statement on the Aims and Objectives of Education*: a document for the first time providing a published goal for which our schools and education systems can aim. The second step occurred in May 1980 when a *Green Paper on Strategies and Structures for Education in Victoria* was presented to Parliament. The major theme of the Green Paper was the devolution of responsibility for decision making.

During the first part of the 1980-81 year, the public and interested groups were given considerable opportunity to discuss the Green Paper and to present their views relating to a policy which might be formulated on the principles enunciated therein. Regional directors of education organised discussions in their respective regions and provided for widespread community participation in the development of a regional response. An Organisations Reference Group was established consisting of representatives from professional associations, educational organisations, a teacher organisation, multicultural education, and employers. Members made known to us the views and relevant policies of the organisations they represented. Also, a Community Expectations Survey was conducted. In all, more than 2000 submissions from parents, teachers, and the public were received. These submissions, discussions, and data caused us to substantially review and to supplement earlier impressions concerned with improving administrative procedures and structures.

This planning culminated in the *White Paper on Strategies and Structures for Education in Victorian Government Schools* which was presented to Parliament on 10 December 1980. Major emphases of the White Paper included strengthening self-sufficiency and decision making in the schools and regions; increased opportunity at every level for wider participation and protection of community interests; and devolution and decentralisation of functions and responsibilities wherever practicable, while at the same time holding schools and regions accountable for the responsibilities delegated to them. To bring about these changes and to ensure that there will be greater administrative simplicity and efficiency, the White Paper called for a major restructuring of the Education Department.

To implement the policies in the White Paper, a Steering Committee, chaired by the Honorable Norman Lacy, Minister of Educational Services, and an Implementation Task Force were established. An international firm skilled in organisational change was engaged to assist with the

Foreword

initial stages of implementation. Consultation with educational personnel continued through structured interviews with 250 key administrative, school, and nondepartmental officers, and through an invitation for written submissions from members of the Education Department. The first stage of the legislative program to implement the policies announced in the White Paper was taken with the introduction into Parliament in the Autumn Session of the *Education (Amendment) Bill* 1981. The legislation will make it possible to advertise and fill some key positions, and also paves the way for the establishment of a Victorian Education Council and regional educational councils.

Among the many other educational developments which have occurred during the 1980-81 year, especially noteworthy are the Special Assistance Program which attacks illiteracy through intervention by classroom teachers, special assistance resource teachers, and a network of special assistance resource centres; the decision by the Australian Education Council to support the establishment of an Australian Children's Television Foundation; the new policies in the area of physical education; and the establishment of the TAFE Board under the legislation of the Victorian Post-Secondary Education Commission on 1 July 1980.

In the area of staffing, the policy of several years has continued whereby over 90 per cent of staff to schools are distributed by formulas based on enrolment and other fixed factors, with the remaining staff being allocated on a differential basis according to individually assessed school needs. School councils and other interest groups now appear more appreciative of the particular role of special needs staffing in the total staffing function, and Victorian State schools continue to obtain more teachers per pupil enrolled than schools in any comparable system either interstate or overseas. During 1980-81 the second phase of the Government's promise to improve the primary staffing provision over a three year period was implemented. The base entitlement was extended in 1981 so that in all schools one teacher was provided for the first twenty-six pupils and one additional teacher for every twenty-two pupils or part thereof. In secondary schools, the total number of teachers available under the special needs component of the staffing formulas was slightly increased for 1981. The special needs component is calculated predominantly on the basis of the relative needs of pupils, using the best objective criteria available.

As in the past, the administration of personnel by the Minister, the Director-General, and senior Departmental officers has continued to be hampered by the lack of many of the powers normally exercised by an employer in the public or private sector. It is expected that a number of legislative changes now under consideration will result in greatly improved personnel practices in the future, to the ultimate benefit of pupils, schools, teachers, parents, and community groups.

During the year, fourteen new schools were constructed, two relocatable complexes established, and contracts were let for the construction of nine primary schools, four replacement primary schools, two special developmental schools, and three counselling, guidance, and clinical services centres. In addition, construction commenced on fifteen of the nineteen sites included in the Education and Community Activity Centre Program, now in its second year of implementation. Under the *Education (Schools Councils) Act* 1975, school councils were vested with greater powers and responsibilities which enabled them to make contractual arrangements for building-modification and maintenance works. A budget of \$3.16 million was allocated to this program during 1980-81.

Finally, we would like to express our appreciation for the continued support of the Director-General, Dr L.W. Shears, and other senior administrators within the Education Department, for the dedication of principals and teachers, and for the involvement of parents in curriculum programs and the management of school affairs. In this period of review, considerable and sustained contributions have been made by many Departmental and nondepartmental educationalists to the tasks of identifying issues, problems, and possible solutions concerned with improving the administration of and provisions for education in Victoria.

The Honorable Alan Hunt MLC
Minister of Education
The Honorable Norman Lacy MLA
Minister of Educational Services

Introduction

During this year we have seen a sharp acceleration in the procedures for devolution and decentralisation of the Education Department, which were begun in the early 1970s. It is important to appreciate that imposition on an education system of structures and policies determined at the centre can, in a volatile social climate, be unsuccessful. That is not so in this case. The decisions reached in the 1970s have made possible a quick response from our better-educated and more informed interest groups in the community to the task of considering "aims and objectives" and "strategies and structures" in education. This response has been from a reasonably well-developed base of considered opinion and has therefore not been ad hoc and reactionary.

One of the most significant events of the year for improving the administrative skills and attitudes of school principals and administrators and aspirants for these positions, was the passing, in December 1980, of the Institute of Educational Administration Act which gave the IEA statutory authority and independence from the Education Department. The Act secured the support of all parties in both Houses and was proclaimed on 4 February 1981. The new Council met on that day. During the year, five of the usual four-week residential programs were held, making twelve since the Institute was established in 1977. A site in Geelong for permanent headquarters of the IEA was confirmed. In return for creating recreational facilities for the people of Geelong on the old Corio Oval site, the Institute will build its headquarters in an attractive garden and park setting.

During the year a classification was developed within which the problems of computer education could be examined. The three areas delineated included "familiarisation" — being the introduction of students to computers through simple school activities and excursions; "instruction" — the use of computers to instruct students; and "administration" — in which the computer is used for administrative purposes ranging from school administration to the huge computerised personnel system of our Department. Each of these areas has its peculiar problems and applications. Even preliminary study of each of them leaves no doubt that the whole field of computers in education needs a careful and detailed study.

In 1975, a system of school reviews was established for secondary schools. These were a part of the movement of the 1970s towards the closer involvement of members of the community in their schools. School councils with some real powers, parent and community use of school facilities, and agreements between school councils and local agencies to undertake capital works of value to both the school and the community have been other aspects of this development. In 1981 details were agreed to by all relevant parties and a review program of thirty to forty high schools a year has begun. The technical system has employed the procedure in some schools and primary schools are experimenting with community/professional-based review boards.

From the time of my appointment as DGE in 1973, I have been involved in the processes of State-wide planning, first as a member of the State Planning Council and, since 1976, as a member of the Executive of the State Coordination Council which replaced it, and as chairman of one of the three functional groups, the Social Resources Group. These activities reflect an attempt to take "education" into the broader stream of social resources and to attempt both a coordination of the provision of social resources in the society and the development of total community resource planning as a major means of gaining consideration of social needs and issues, particularly when large scale projects associated with economic development are taking place. The appointment, in 1975, of two Education Department regional directors as the chairmen of the Albury-Wodonga and Geelong Coordinating Groups respectively, was a firm step in this direction. During the current year, the policy has borne fruit with involvement of social resources groups in the development of the Victorian Strategies for the Eighties, the report on "Transport Requirements of Disadvantaged Groups", the "Three Cities Studies" (Broadmeadows, Knox, and Wodonga), and the Brown Coal to Oil projects in the Latrobe Valley. Such involvement by social resources departments, particularly education, will enable us to undertake forward planning with more assurance and success.

Introduction

The International Teaching Fellowship Program, begun in 1971 to celebrate the centenary of State education, goes from strength to strength. There are now ten countries involved in the program and more than 750 senior experienced teachers have been selected to represent their countries overseas. This year, fifty-two matchings of Fellows took place with the UK, USA, Canada, and New Zealand. Two Fellows commenced their Fellowships in France and Germany and our third ITF commenced in Japan. This year a Fellow was selected for the first time from a Catholic school, and independent schools continued their participation. As a result of visits by the Minister and me to China, and my visit to Yugoslavia, negotiations are nearly completed for the involvement of both those countries. In the case of our relationships with China, Fellows are being chosen for the first time from tertiary institutions as well as schools. The International Teaching Fellowship Association continues to maintain both local and international contact through its conducted tours of Australia, social activities, and the *ITF Directory*.

Apart from the events mentioned in the Ministers' Foreword, there are others which are of interest. These include:

- A policy statement on Equal Opportunity and the Elimination of Sexism in Schools was released to all Government and nongovernment schools. The policy covered career counselling, curriculum development, work experience, and teacher education.
- A committee was established to investigate the implications of changing enrolment patterns for Victorian government schools, and work began on the development of guidelines under the title "Rational Use of School Resources".
- A Special Needs Staff Survey was conducted to obtain up-to-date basic information on staffing practices and extra staffing requirements in schools, and a formula of base staff plus special needs was developed.
- The one-hundredth program of *You, Me, and Education* was presented on four television channels in August and September; an Educational Access Television team was established; and the Audio-Visual Resources Branch won an award in the education section of the Television Society of Australia's Twenty-first Annual Penguin Awards.
- The Education Department's exhibit, the *Educataurus*, designed as a walk-through experience to link aspects of education and the Arts, won the 1980 Royal Agricultural Society Show award for the best display by a government or nongovernment authority. This was the second time in recent years that the Department has won this award.

In conclusion, I would like to thank my colleagues in the Office of the Director-General, including Dr T.J. Moore, Assistant Director-General, who has continued to act as Deputy Director-General, and Assistant Directors-General, Mr A.T. Hird (Personnel), Dr G.R. Maddocks (Curriculum), Mr B.J. Joy (Finance), and Mr S.F. Morton (Building) for their support. The most important factor in the establishment of functional coordination at the Director-General level was the recognition of the tremendous burden which our huge industry places on its chief executives. The demands for education grew after the Second World War and, by the mid-sixties, had created a situation with which a "single-person-style" administration could not cope. This problem will not "go away" and must be considered of great importance in the new structures which are being developed. I would also like to thank the Directors of the teaching divisions and service directorates for their continued cooperation in the Director-General's Policy Committee, and in the task of ensuring the continued functioning of our schools in these difficult times of adjustment — Mr T.J. Ford (Secondary), Mr M.K. Collins (Primary), Mr M.C. Kydd (Special Services), Mr J. Wilson (acting in Teacher Education), Mr R.G. Ritchie (acting in Technical), Dr R.J. Chapman (Planning Services), Mr G.W. Clayton (Administrative Services), Mr G. Rodgers (Personnel), Mr A. Meizis (Building Operations), and the two chairmen of the Regional Directors Group Mr E. Lindholm and Mr D. Dee, who represented them on the Policy Committee. I cannot forget the principals and teachers of this great Teaching Service. There is little doubt that without their continued efforts on behalf of our children, the effects of the debate about changes in the administrative structure could have been quite serious and destructive. In this regard I also appreciate the efforts of the teachers, principals, parents, and community organisations associated with our enterprise who have given so freely of their time and expertise. Finally, I would like to record my thanks for the untiring efforts, loyalty, and expert attention which I and all who seek assistance from me continue to receive from my personal secretary, Miss C. Pinnick, and my personal staff Mr N. Connors and Mr J. Clacy.

Dr L.W. Shears
Director-General of Education

Curriculum

Introduction

Education is concerned with the development of all the attitudes, skills, and knowledge that children need in order to cope with the demands of living in our complex, changing society. The professionally trained staff of Victorian government schools accept responsibility for planning and teaching a curriculum which takes into account both the educational objectives and generalised curriculum guidelines promulgated at system level by the Education Department and the general educational policy of the particular school developed by the staff of the school in consultation with, and the agreement of, the school council. Teachers are assisted in their task by networks of school-, district-, and centrally based consultants and advisers, and through the development and dissemination of curriculum guides and courses of study. Curriculum support services are also provided by subject associations and the Victorian Institute of Secondary Education.

The central branches and sections of the Education Department and some regional and locally based centres and teacher groups prepare a wide range of print and audio-visual curriculum materials. The Curriculum Council determines Departmental priorities for centrally developed curriculum projects from proposals submitted by curriculum committees, schools, subject associations, and other curriculum-support groups and education groups in the community. During the 1980-81 year, projects were underway in the broad subject areas of art, technology, community arts, interdisciplinary studies, language, mathematics, physical education, outdoor education, science and the social sciences, as well as investigations into aspects of the teaching and learning process.

The Curriculum Council has established four committees to explore the need for new curriculum initiatives and to advise it upon various alternative approaches in their respective curriculum areas. These are short-term committees, comprising a small number of people, who, in the main, are experts in the field from such agencies beyond the Education Department as subject associations and tertiary institutions. The committees, called Committees for the Study of Alternatives, are in the areas of environmental education, outdoor education, media education, and physical education. The Curriculum Council intends to form Departmental committees of review to consider the reports of the alternatives committees.

Among new initiatives in curriculum during 1980-81 was the introduction of the Special Assistance Program. Under this program, aimed at assisting those children having difficulties in literacy and numeracy, experienced teachers are given additional training to enable them to help classroom primary teachers develop and carry out programs for children in need. Further support for the special assistance program of each school is by specialists, advisers, and consultants based and coordinated at the local level.

In the area of health and human relations, an advisory committee, in consultation with schools and interested members of the education community, prepared a report for the Minister of Educational Services. In December 1980, after Cabinet consideration, guidelines arising from that report were announced. Two new structures were established to facilitate the implementation of the guidelines and appropriate curriculum development in this area — a Consultative Council for Health and Human Relations, and a Health and Human Relations Unit within the Special Services Division.

Curriculum

The report of the Committee for the Study of Alternatives in Physical Education gave rise to several policies which were announced by the Minister of Educational Services in January 1981. In all schools physical education is to be regarded as a core subject with a prescribed time allocation per school day. The policies, staffing provisions, in-service education activities, and resource materials to be made available are designed to assist schools to develop comprehensive, high-quality physical education programs.

A major change has occurred in the administration of technical and further education in Victoria with the establishment of the TAFE Board. The Technical Schools Division, in conjunction with the TAFE Services Unit in Planning Services Division, has developed a comprehensive process for determining priorities for hundreds of TAFE courses, and for systematic curriculum development through a "systems approach".

Important changes and initiatives have occurred in Year 12 in secondary and secondary-technical schools during 1980-81. In secondary schools, the new system of Group 1 and Group 2 Higher School Certificate subjects

accredited by the Victorian Institute of Secondary Education operated for the first time in 1981. Group 2 subjects are school developed and assessed. This system is designed to meet the needs of all Year 12 pupils, including those not intending to proceed to tertiary education. Also in response to the needs of students for a Year 12 course of a kind not previously available, pilot, practically orientated Year 12 courses have been initiated at three secondary-technical schools during 1981.

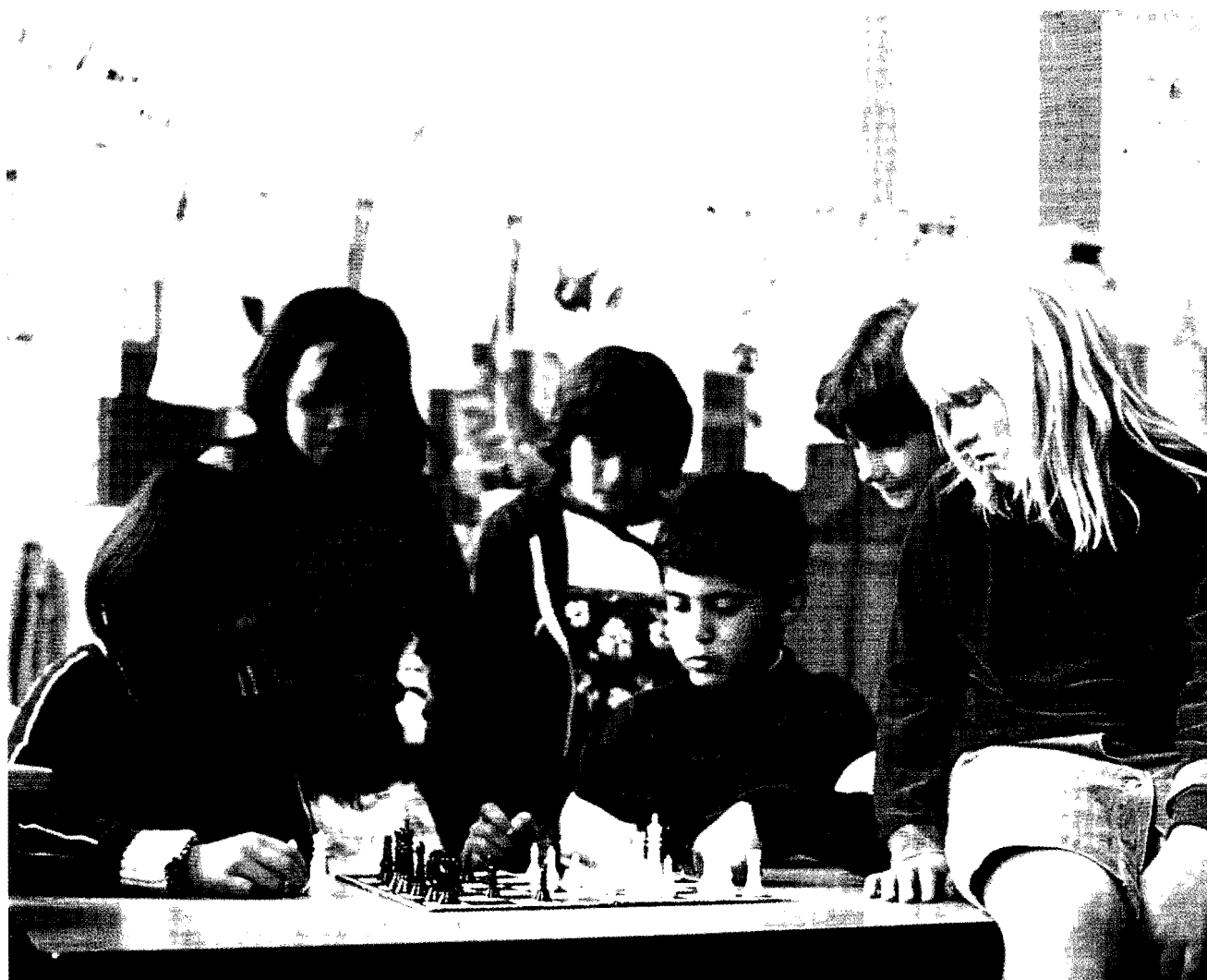
Under the stimulus of funding through the School-to-Work Transition Program, considerable curriculum development is occurring in high and technical schools in the area of assisting the transition of students from school to work. The Secretariat of the Transition Education Advisory Committee was established to administer the Commonwealth-funded program, to promote and coordinate school innovation, and to assess and respond to State-wide needs.

Regional transition education officers and field officers have been employed to assist schools in the development of program proposals.

At Collingwood Education Centre, as part of the Greek Bilingual Program, children of Greek origin are taught by Greek-speaking teachers in their own language. The program aims to consolidate children's competence in their own language as a basis for the more efficient learning of English.



In primary schools, pupils acquire knowledge through a variety of experiences. Where possible learning is based on the everyday experiences of pupils.



Curriculum

Curriculum in Primary Schools

New Curriculum Guides

Following the distribution of *The Primary School Curriculum: A Manual for Victorian Schools* (1979), which is designed to provide a model of school-based decision making participation, new curriculum guides will be developed in each of the subject areas prescribed in the *Education Act* to replace earlier material now obsolete.

The first of these — *A Guide to Music in the Primary School* (1981) and *Beginning Reading* (1981) — have already been completed. Both have been enthusiastically received and are in considerable demand from all States of Australia and from overseas.

A new series of ten guides to the teaching of mathematics is nearly completed, and five have been distributed to schools. These guides emphasise a practical orientation.

A major project in primary science is partly completed — a series of five books, *Science in the Primary School*, has been prepared and the first two volumes have been distributed.

Units of work in art and craft, and a manual to assist schools in the design of programs in health and human relations are also in production. A major project involving the compilation of a program in language has begun, and the first units will be ready in the new school year. A new style of handwriting is being trialled with a view to producing a course of study in 1984.

The Government's initiative in physical education has been given added emphasis to existing curriculum policy; the preparation of an additional four curriculum guides is planned to the existing series of six. Work on these additional guides has begun, and their publication is expected at the end of 1982.

In social studies, the alternative program, *Society in View*, has been completed, and the last publication, the *Teachers Handbook*, is being printed. However, there is a need for further material that more clearly emphasises the multicultural nature of society, and units of work that can be used by schools in conjunction with other programs are planned.

All curriculum publication projects are intended to give practical guidance to schools, while at the same time allowing teachers freedom to use and adopt a variety of modern methods and approaches that will accord with local interests.

Curriculum Support Services

The Department has maintained teams of four advisers (in art, library, music, and physical education), and two consultants (in language and mathematics) in each of the fifty inspectorates. Members of the teams work with the district inspector to assist teachers in schools to incorporate the ideas in new curriculum publications into school programs. In addition to the assistance provided by these officers, programs of in-service education to introduce teachers to the new materials are organised both centrally, with State funding and using Curriculum Services Unit personnel, and locally where district education committees display considerable initiative in organising in-service programs both in and out of school hours.

Special Programs

The Special Assistance Program

The Special Assistance Program has been introduced to all State primary schools. Guide books have been prepared to help teachers develop appropriate school programs. Brochures, printed in ten languages, have been distributed so that parents and communities may understand what is being done for their children.

Each primary school has developed a policy of providing special assistance to all children of any level in need of it. All schools of 300 children and over have nominated one teacher to full-time responsibility for the school's own program of special assistance, and it is planned to make a similar staffing provision with a lesser time fraction in smaller schools in the near future. District inspectors, with their local resource units, give guidance and direction to the programs of the schools in their respective areas. All districts report a satisfying and effective attack on the problems of underachievement.

Curriculum

The Greek Bilingual Program

The significant number of non-English-speaking children in the primary school population demands a continuing appraisal of the best means of introducing them to, and developing their proficiency in, the English language.

A special curriculum project — the Greek Bilingual Program — was established in February 1981 by the Primary Schools Division. This innovative program operates in four schools in the Richmond Inspectorate. Preparatory Year children of Greek origin are taught by Greek-speaking teachers in their own language. The aim of the program is to consolidate children's competence in their own language, as a basis for the more efficient learning of English.

The implications of the program are important for the education, not only for children of all ethnic backgrounds, but also for all children generally: there has been significant growth in the number of primary schools offering a language other than English as an integral part of the curriculum.

New Developments

Community Languages

The presence in our population of large numbers of children from non-English-speaking backgrounds has stimulated a considerable demand for the teaching of community languages in primary schools. In some schools, teachers on the staff of the school are conducting programs; in others, grants from ethnic group authorities enable a part-time teacher to be employed; and, in many other schools, competent volunteer helpers attend regularly to conduct programs.

Community languages being taught include Italian, Arabic, Turkish, Croatian, Maltese, Macedonian, French, German, and Greek. In all, nearly forty State primary schools offer systematic instruction in community languages as an integral part of the school program. In addition, after-school programs in all these languages are conducted as part of community education or ethnic education projects.

Plans are now being developed, in cooperation with Teacher Education Division, to conduct special training courses in the teaching of community languages for primary teachers with a non-English-speaking background.

Multicultural Programs

In recognition of the multicultural nature of our society the Department continues to foster programs that develop children's awareness of the cultures of the many European and Asian people who are now part of the Australian nation. As distinct from the teaching of another language, these programs concentrate on introducing children to the art, literature, music, history, and recreation of ethnic cultures.

Many schools receive grants from the Victorian Advisory Committee on Migrant and Multicultural Education and use them for materials that enable significant learning programs to be conducted in the schools.

Computer Awareness

The establishment of the Primary Committee on Computers in Education has increased the awareness of schools of the importance of computer technology in the community. In-service education for teachers about computers will precede the development of programs in which children can actively participate.

Gifted and Talented Children

Departmental policies emphasise the need for primary schools to cater for individual differences among children and to attempt to satisfy all needs. There has been significant community demand for greater attention to be directed towards the needs of gifted children. This has led to the establishment of the Primary Gifted Children's Committee which advises teachers on methods and approaches appropriate to such children. As with the Special Assistance Program, programs for the especially gifted are, as a rule, conducted within the bounds of the normal classroom.

Curriculum

Curriculum in Secondary Schools

Secondary schools have been responsible for major curriculum decisions at the local level for a period of twelve years. During that time, considerable diversity in curriculum design, school organisation, and approaches to learning have become evident. Although there is an increased confidence among more experienced teachers and school administrators as a result of these opportunities, there is also a growing realisation that designing and implementing changes to curriculum is a complex and demanding task. Teachers are now more inclined to accept assistance and to seek support and advice.

It has become clear that organisational and structural changes alone do not necessarily lead to improved learning. Further, schools realise that some protection is needed against the demands on the school curriculum arising from outside the education system. As a result, attention is now turning with a degree of urgency to a consideration of core curriculum as a means of ensuring that curriculum essentials are maintained.

The restructure of the Education Department in accordance with the White Paper will significantly affect curriculum planners and curriculum users. Education officers in the central offices of the Department and within the regions, the well-established network of consultants, and the schools themselves must now accept the challenging task of servicing changing needs in a changing structure.

Curriculum development must be seen as an ongoing responsibility. Much has been done by the Secondary Schools Division through in-service programs for principals, through the encouragement of initiatives, and through the development of resources which should enable secondary schools to adjust with confidence to the new administrative arrangements. The Division's commitment to curriculum and the expertise which has developed within the Division must remain available in and beyond the forthcoming structural changes.

The most significant single development in secondary curriculum during 1981 has been the implementation of new Year 12 courses,

administered by the Victorian Institute of Secondary Education. Acknowledgement must be made of the work throughout the State of members of subject committees and of Year 12 teachers and coordinators who have given many hours of their personal time to the preparation of new courses and to the substantial revision of existing courses. Many of these subjects involve major changes in teaching methodologies and assessment procedures and it is to be expected that they will need to be modified in the light of experience at the end of the first period of accreditation. The changes instituted by VISE are intended to provide a greater diversity of programs to meet the needs of the wider range of pupils now remaining at school to Year 12 and to broaden the scope of studies at Year 12 to encompass the diverse post-secondary school destinations of these pupils.

Within the Secondary Schools Division itself, 1980-81 has been a time of consolidation following more than a decade of rapid change and growth. Teachers and educational administrators are becoming increasingly aware of the need for accountability and for thorough evaluation of any changes undertaken. Indeed, the need for rationalisation of physical and human resources in a period of declining enrolments could well prove more challenging from an administrative point of view than the period of expansion of the 60s and 70s. Whereas institutional, structural, and resource concerns may have been more important in a growth situation, the need for analysis, consideration, and judgement becomes more significant in a contracting situation. The need to establish a rationale for the core curriculum, the need to maintain a proper level of staffing to service the established needs of the schools, and the need for appropriate consideration to guide the inevitable adjustments of staff, are all matters that must be finely tuned one to the other to ensure the maintenance and development of the best possible service to the schools.

Two key concerns that continue to impinge upon the development of curriculum policy are the issues of unemployment and of pupil welfare.

The Transition Education Advisory Committee is enabling VISE and the Education Department to examine, support, and fund programs at the school level that have a particular bearing on transition from school to work. Care must be exercised in this matter, however, to avoid the false assumption that



There are 924 primary school libraries and thirty-three mobile library units. These libraries house 4 850 000 volumes and over 1 000 000 non-book items. In State high and secondary-technical schools there are 376 libraries with a total book stock of 4 070 000 volumes.



The schoolyard is a significant part of students' day-to-day school experiences. At Upper Plenty Primary School it provides an area for a variety of practical activities.

Curriculum

particular programs will guarantee future employment. A principal benefit of such programs is their potential to increase the self-regard of pupils assumed to be at risk.

In the area of pupil welfare much progress has been made. The work of pupil welfare coordinators on the staff of schools is highly valued, and has led to a coordination of services for pupils who have special needs. It has also revealed that there are serious social problems which at present have no ready solution. One example is the question of child maltreatment. An interdepartmental committee on child maltreatment, with senior officers from the Law Department, Police and Emergency Services, the Health Commission, the Education Department, and Community Welfare Services has been established to examine the nature and extent of problems in this area, and to produce guidelines that will encourage a high degree of cooperation between the departments concerned.

Subject Reports

English

The Secondary English Committee has drawn up a policy statement for the construction and evaluation of secondary English programs. Distributed to all secondary schools in 1981, the policy statement reflects the development in schools of balanced and broadly based English teaching. The policy statement and other guideline and source materials are included in the recent publication *Teaching Secondary English: Principles and Practice* produced by secondary English inspectors and the Secondary English Committee and distributed to all teachers of English in secondary schools.

There is renewed emphasis upon mixed-ability groupings in English teaching in the construction of school programs and the design of in-service activities. School-based regional consultants continue to provide an effective source of advice and assistance, and have actively contributed to the development of State-wide guidelines and policies.

Working parties of teachers have produced valuable guideline materials in the fields of poetry teaching, oral language, the new HSC courses, and the teaching of literature. Aspects of the new HSC courses require students to develop their oral as well as written abilities and this is contributing to the achievement of greater overall balance in school English programs generally.

Mathematics

Teachers in secondary schools continue to provide sound mathematics education for a diverse student population by utilising a considerable variety of curriculum materials and learning aids. Efforts to develop mathematics curricula to meet the different needs of students have been stimulated by the opportunities available through VISE for the accreditation of Group 2 subjects at the Year 12 level. Several of the new subjects that have been introduced at this level, such as business mathematics or mathematics at work, give particular emphasis to the applications of mathematics. While the number of schools offering these courses is still small, it is anticipated that the trend towards providing highly relevant courses in mathematics will continue in the future.

Within the more academic Group 1 subjects at the Year 12 level, optional units have been introduced. These provide teachers and students with greater choice in the content of mathematics to be studied and in the methods of learning to be followed. As assessment of student performance in the options is undertaken within schools, teachers can encourage student investigation and utilise more active learning methods than in previous years. The availability of computer-based options in each of the three Group 1 subjects at the Year 12 level has encouraged many secondary schools to purchase micro-computers; these machines are rapidly becoming a widely accepted and utilised aid to the teaching of mathematics at all levels. The availability of low-cost computers and calculators within schools enables students to tackle successfully a much wider range of problems than in the past, and raises the possibility of introducing more real-life problems into school mathematics.

Secondary schools are well served by the network of regional mathematics consultants who work in harmony with the Secondary Mathematics Committee and the Mathematical Association of Victoria to provide support for teachers, particularly in their endeavors to develop curriculum within schools. A major curriculum development project currently underway, the Reality in Mathematics Education or RIME project, involves teachers from some twenty secondary schools and the regional consultants in the development of new teaching strategies in mathematics for the eventual benefit of all teachers and students.

Curriculum

Science

Science courses aim to develop in students the knowledge and skills desirable for an understanding of the phenomena of their world, and a scientific attitude to the study and investigation of such phenomena. In consequence, the interest and relevance of a topic are important factors governing the selection of content, and laboratory work is an important aspect of the teaching methodology.

To assist science teachers, a considerable range of resources is now available from commercial publishing houses, the Curriculum Services Unit, and the Audio-Visual Resources Branch. In addition many teachers themselves prepare quite elaborate materials for student use.

Seconded science teachers are developing the educational potential of the Applied Science Museum, the National Museum, the Zoo, the Healesville Sanctuary, and the CSIRO. The contribution of these institutions to the enrichment of science education for the children of Victoria is greatly valued.

The proportion of HSC students choosing science subjects remains fairly constant. In the HSC science subjects there has been a gradual movement towards a core plus options curriculum over a number of years so that the implementation of VISE core-options policy in 1981 has produced few traumas.

Science teachers continue to avail themselves of the many opportunities for in-service education. Two residential three-day programs for science coordinators provided valuable assistance to those engaged in the administration of science departments. The Camberwell Science Teachers Centre continues to offer an interesting program of evening activities and conferences, and courses have been made available to teachers in the various separate science disciplines.

Geography

In geographical education, curriculum review is a continuing process during Years 7 to 11, with seconded support staff responsible for the production of relevant curriculum materials. Curriculum review occurs at two levels. At the school level, formal evaluation is taking place as part of the school review process, with informal assistance being provided to geography faculties on request by regional consultants. At the centre, the Secondary Geographical Education Project,

which began in 1976, is in the evaluation phase with data being gathered from a State-wide questionnaire and case studies of six schools.

The Secondary Geography Committee plays an active role in the production and publication of curriculum materials for geography teachers. A review of all geography materials held by the AVRB has been undertaken and a comprehensive *Geography Audio-Visual Resources Catalogue* produced. Three units to assist teachers undertaking fieldwork in the Upper Yarra Valley have been prepared. *The Fragile Coast*, a film commissioned by the Secondary Geography Committee, has proved to be an outstanding resource for the new HSC geography course. An emphasis on the development of programs suitable for underachievers has resulted in the publication of two units and the conduct of an in-service program in May. A new initiative undertaken by the Secondary Geography Committee is the organisation of in-service activities concerned with the application of micro-computer technology to geography courses.

Other teaching materials made available to geography teachers during the year include new geography units produced by the CSU; the teacher seconded to the Geography Teachers Association prepared resource materials (slides/maps) to complement some of these. The CSU also reprinted a resource catalogue for planning geography courses. The Soil Conservation Authority is developing a computer program on land use capability which can be used by students and teachers, and the State Rivers and Water Supply Commission has produced a unit on salinity in irrigation areas.

History

The Secondary Historical Education Project is providing detailed guidelines for alternative approaches to the teaching of history in secondary schools. The project has entered a dissemination phase involving State-wide conferences, the publication of curriculum resource materials, and the conduct of comprehensive in-service programs in the Geelong and South-eastern Metropolitan Regions.

The Education Department's network of regional consultants and the History Teachers Association of Victoria have also maintained valuable support services for teachers at all levels.

Curriculum

Social Science/Social Studies

At present over one-third of all students in State secondary schools are undertaking social science courses.

While since the middle seventies a number of documents have been produced to assist school-based development in the social sciences, schools have continued to express a need for more specific guidelines for the construction of courses for Years 7 to 12.

To meet this need the Victorian Advisory Committee on the Teaching of the Social Sciences in Secondary Schools organised a series of conferences for teachers, regional consultants, and staff members from tertiary institutions. These conferences, which began in 1979, aimed at producing for social science for Years 7 to 12 a framework which would provide a link between a set of ideas and beliefs about education and their effective implementation in the classroom.

To support the framework four courses of study and related unit outlines have been developed and published. A series of in-service courses conducted by teachers attached to the Secondary Social Science Project in the Curriculum Services Unit is being organised to provide for further exploration of the framework by teachers, and for discussion and exchange of experiences among teachers who have used the framework.

The Secondary Social Science Committee continues to advise Secondary Schools Division on matters relating to social science/social studies and to initiate comprehensive in-service education programs on a State-wide basis.

Media

As a subject in schools, media studies reached a significant stage of development in 1980-81. Twelve schools began teaching the new Group 2 HSC media studies course.

The Media Communications Expo 1981, a two-day seminar, attracted 1400 participants from 160 schools, including eighty-four State high schools.

The Association of Teachers of Media (ATOM) is expanding and currently has more than 1200 Victorian members, a majority of whom are from secondary schools. The Association's publication, *Metro*, a national media and education quarterly, has 8000 subscribers.

The first media consultant for secondary schools has been appointed in the Western Metropolitan Region.

The establishment by the Curriculum Council of the Committee of Alternatives in Media Education is a further indication of the growing importance of media education in Victorian schools.

Foreign Languages

A range of foreign languages including French, German, Indonesian, Italian, Japanese, Modern Greek, Arabic, Chinese, Latin, Macedonian, Russian, Spanish, Swedish, and Turkish is taught in State secondary schools. The first six languages are widely taught and the number of students studying them appears to be fairly constant.

The Saturday School of Modern Languages offers twenty-five languages in a number of centres and five languages may be studied through the Correspondence School.

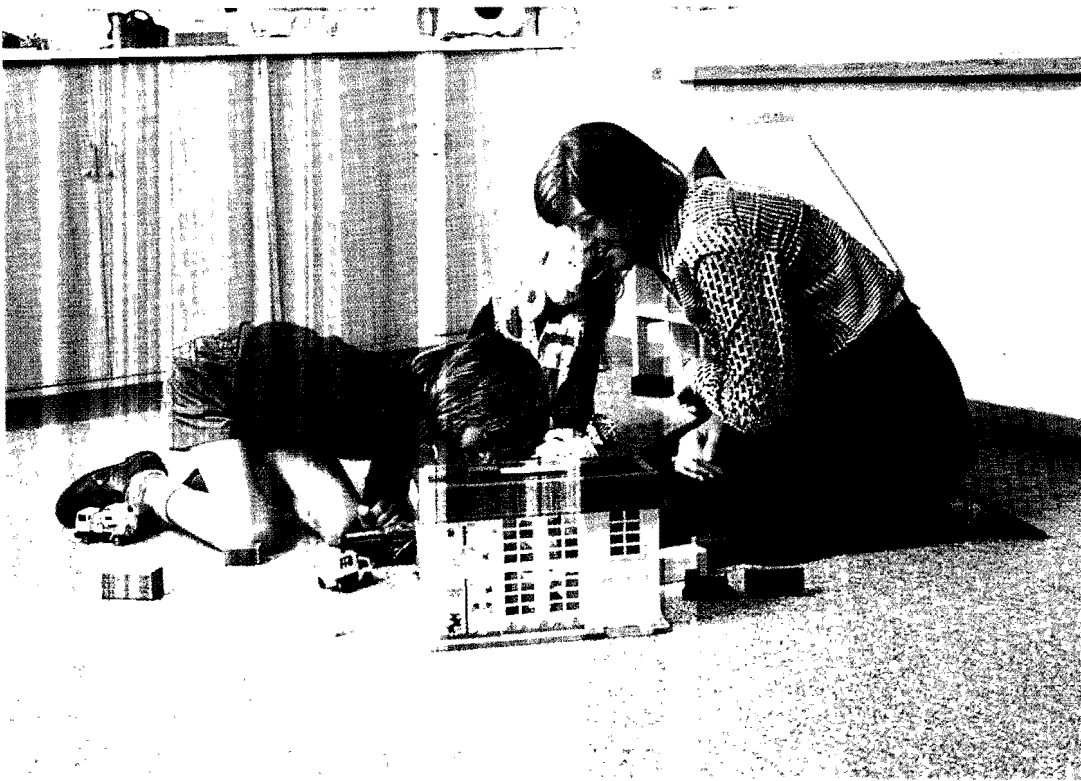
Various services for teachers of modern languages are provided. These include consultants both in the regions and at the CSU, pedagogical advisers from France and Germany, and in several schools the services of foreign-language assistants from France, Germany, and Japan.

Opportunities are available for teachers to pursue courses in France, Germany, Japan and New Caledonia. In addition the International Teaching Fellowship Scheme provides opportunities for Victorian teachers to exchange with teachers in France, Germany, Japan and Yugoslavia. Teachers are also granted leave to gain experience as foreign language assistants in France and Germany.

Physical Education

With the implementation of new government policies for physical education, there is a greater awareness and appreciation of the unique educational benefits produced by physical education in schools.

Current developments include the introduction of a physical fitness award scheme, the production of curriculum program-planning guides, the continuation of the gymnasium building program, and the significant increase in the number of in-depth Year 11 and Year 12 courses of study in physical education.



The staff of Counselling, Guidance, and Clinical Services consists of guidance officers, teachers, psychologists, social workers, welfare officers, interpreters, and speech therapists. Here a staff member at Blackburn works with pupils.



Science courses aim to develop in students the knowledge and skills desirable for an understanding of the phenomena of their world.

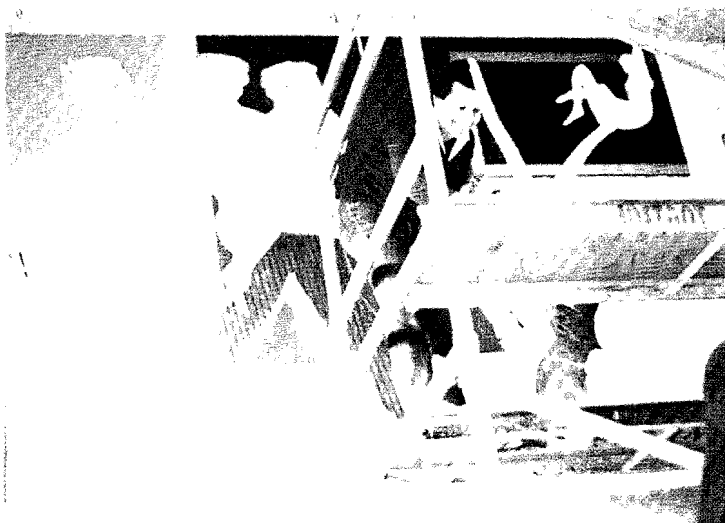
Cranbourne High School



The State Schools Nursery provides schools with trees, shrubs, indoor plants, bulbs, and corms at moderate cost.



The Outdoor Education Section of the Curriculum Services Unit promotes the safety of staff and students engaged in outdoor activities. During the year in-service courses were conducted in snow safety, bushwalking, orienteering, and canoeing.



The Artists-in-school Program provides the opportunity for eighteen practising professional artists to work in Victorian schools with children in all levels.



The magazines *Pursuit*, *Challenge*, *Explore*, and *Cornet* received State-wide publicity when the cast of HSV 7's *Shirley's Neighborhood* visited the Publications and Information Branch. Channel 7 also worked closely with the Audio-Visual Resources Branch in the weekly broadcasting of curriculum films and videotapes for schools.

Curriculum

Commerce

During 1980-81, secondary schools have continued to offer a comprehensive range of commerce courses at middle- and senior-school levels. These courses cover the areas of economics, accounting, legal studies, typing, secretarial studies, and consumer education. At middle-school level most of the courses are of a non-vocational nature while at senior-school level some schools have developed courses which are specifically vocational in nature, especially in the secretarial studies area.

A major thrust of curriculum development in the commerce area has been to adjust present courses and to develop new courses to cope with the rapid developments in technology. Commerce personnel have contributed to a multidisciplinary approach to computer education. Many schools now have micro-computer facilities and commerce teachers have been encouraged to make use of these facilities in the teaching of their courses. An increasing amount of computer software, suitable for secretarial studies, economics, and accounting is being developed. A word processing centre has been established at the Education Department's Northern Metropolitan Regional Office. This centre has six IBM displaywriters and offers short courses in word processing to students and teachers from all over Victoria.

There has also been a move to develop closer ties with industry and to utilise industry resources for educational purposes. A survey to establish the extent of these resources has been undertaken. At middle-school level, Department officers, in cooperation with the Shell Company of Australia Limited, have been working on a major project about energy. This project, initiated by the Economics Standing Committee but multidisciplinary in nature, is due for completion at the end of 1981. Some schools have also been participating in the Young Achievement Australia program in which students, with the assistance of company executives, establish short-term manufacturing ventures, thus gaining worthwhile work-related experiences.

The Victorian Commercial Teachers Association has continued its COMVIEW program which aims at a complete review of the commerce curriculum in all Victorian secondary, technical, and nongovernment schools. This review has already produced a comprehensive middle-school document which should be available to schools in 1982. The

completion of the COMVIEW program and the curriculum development initiatives of the Education Department and VISE should ensure that schools have access to courses and materials appropriate for education in the eighties.

Music

Secondary music programs aim to foster in students an attitude which involves respect for, enjoyment of, and an excitement about music as an aspect of their total life experience.

School programs are designed to teach students to listen perceptively and to give them both the means to express themselves on a musical instrument and the capacity to apply and use knowledge of musical symbols, processes, and skills in the performance and creation of music.

One hundred and ninety-one Victorian secondary schools offer music education as part of the general curriculum and 100 instrumental teachers at 120 schools offer specialist instrumental tuition to more than 5000 students.

Staff at the CSU and seven school-based music consultants play an important role in organising in-service activities, assisting music teachers to plan more effective classroom programs, and arranging area music festivals and instrumental workshops for students.

Staff shortages and a reluctance by teachers to accept country appointments leave many school requests for staff unmet and have led to an unequal distribution of music teachers between country and metropolitan areas. This imbalance has been partly corrected by the work undertaken by teams from the Country Education Project, the Victorian College of the Arts, and more particularly, through community involvement and the stimulus and support provided by the Ministry for the Arts' Music 81 projects.

Drama

The Drama Resource Centre has been responsible for supporting a number of important programs developed by the Joint Standing Committee for Drama in Schools. Drama is now being taught by ten secondary schools as a Group 2 HSC subject and this is having a significant effect on the consolidation and expansion of drama programs throughout all schools.

Curriculum

With fewer newly appointed teachers in schools, in-service programs are now concerned with active improvement rather than the establishment of programs. It is noteworthy that, in 1980-81, schools have made increasing use of the TIE (Theatre-in-Education) teams in Melbourne, Ballarat, and Benalla to enrich the experiences of students at all levels and in a wide variety of subject disciplines.

Art/Craft

With more stable staffing structures and an improvement in the availability of art and craft teachers in recent years, attention is now being directed to providing better information, and support services for schools, and undertaking special projects.

Course-development projects are being prepared to assist teachers plan for art and craft education. Two units — *PRAXIS - A Guide to Secondary Art Craft Curriculum Planning and Drawing* — will be distributed late in 1981. Other units on painting, print-making, ceramics, and photography will be released in 1982. Further units are being planned to offer a permanent resource for improved teaching and planning.

School-based regional consultants continue to play a vital role providing direct contact with teachers and an excellent channel of communication between administration and schools.

During 1980 and 1981 several exhibitions have displayed work of a very high standard and shown the diverse nature of art and craft activities in schools. Two series of regional exhibitions of students' work were organised by school-based consultants. In 1980, works were presented in the State Art Exhibition, and "Education Involves Art", held at the Age Gallery — the first State-wide exhibition of this nature.

A project, *Original Prints in Secondary Schools*, has been initiated by Secondary Schools Division in conjunction with the Print Council of Australia to acquire a selection of original prints to enhance the aesthetic environment in secondary schools. The school-based art/craft consultants are to arrange for the distribution and rotation of the works between schools within each region in 1982.

During 1981, the Minister of Educational Services officially opened art and craft centres at Rutherglen and Yarrawonga High Schools.

Home Economics and Textiles and Clothing

Through in-service activities over the past three years, home economics teachers and the Secondary Home Economics Committee have been engaged in the development of an overall framework of concepts and processes for the area of home economics. The committee continues to provide resources for teachers. In conjunction with the Secondary Textiles and Clothing Committee and Technical Schools Division an important publication, *Safety Activities*, was prepared and distributed. The committee is also working with Stores Branch to provide resources for home economics centres.

Enrolment in the HSC subject home economics — human development and society — continues to increase. In 1980, 190 schools presented students for the examination.

A two-day conference of 289 home economics and textiles and clothing teachers from government and nongovernment schools provided a stimulus and vehicle for professional development.

A working party has been established to develop a curriculum framework for textiles and clothing courses for use in Victorian secondary schools. On the assumption that there can be little curriculum development unless associated with teacher development, the framework is being developed by working with teachers in cluster groups and at in-service activities. The Secondary Textiles and Clothing Committee, and State-wide school-based consultants have assisted. To date, a rationale for the teaching of this life-skills subject has been prepared, and case studies and units of work are in progress. A committee is developing a syllabus for a textiles and clothing subject at Year 12 level.

Graphic Communication

The year is notable for the most important development in graphic communication during recent years. The Secondary Graphic Communication Committee has produced a curriculum statement, *A Duality of Thinking*, and related documents which present a philosophical and educational rationale for the teaching of graphic communication in secondary schools. In the documents the interdisciplinary nature of the subject is particularly stressed and explained. This represents an important change in the relationship of graphic communication to the total curriculum for Years 7 to 10.



Drama is recognised as a basic and necessary aspect of primary education and as an integral part of language development. There is a continuing demand in primary schools for in-service education in drama.



In many schools drama activities focus on the production of a musical each year. *Guys and Dolls* was staged at Highett High School. The Drama Resource Centre provides technical and production assistance to many schools.

Curriculum

The concepts in the classroom activities, related to the curriculum statement, have been introduced to teachers through State-wide in-service education activities during 1981. Similar activities proved successful in disseminating previous documents such as *Program Guidelines — Years 7-10*.

Teacher awareness of developments in graphic communication is facilitated by school-based consultants, who work in conjunction with the Secondary Schools Administration. The increase in the number of consultants in both country and metropolitan regions has provided teachers with greater personal assistance through school contact and in-service education activities.

In 1981, as a cooperative effort between Secondary Schools Division and the independent and Catholic schools systems, an interdivisional and intersystemic survey of developments in graphic communication was undertaken.

An investigation has also been made of equipment and furniture needs for graphic communication. As a result, a detailed profile of graphic communication equipment and furniture, which should be an integral part of the core component of school buildings, has been identified.

Graphic communication has continued to sustain its steady growth despite the lack of qualifying courses for teachers. Secondary teachers, therefore, generally continue to rely on such in-service education activities as those previously mentioned and those conducted by the Joint Committee for Graphic Communication.

Traffic Safety Education

The Traffic Safety Education Committee continues to monitor the development of road-safety programs within the Education Department. The Committee liaises with a range of government and nongovernment agencies concerned with road safety, including the Road Safety and Traffic Authority, the Royal Automobile Club of Victoria, General Motors-Holden's Ltd, the Victoria Police and the State Bicycle Committee.

Pre-driver education is an approved elective in a large number of post-primary schools. The demand from teachers to attend the special six-week training program leading to the award of the Certificate of Traffic Safety Education continues to be in excess of the number of places offered on each course. Approximately forty-eight teachers are trained each year.

Driving ranges have been developed with community support in Warrnambool, Ballarat, Swan Hill, and Warracknabeal, for use by local schools for off-road practical instruction. Another is proposed for Bendigo.

The Goulburn Valley Driver Training Complex is the main facility for pre-driver education. At this Complex teachers and students from all levels are able to attend courses appropriate to their age level. Resources developed by the Traffic Safety Education Committee are distributed to all participating schools through the administration of the Complex. Teachers being trained in pre-driver education undertake two weeks' practical instruction at this venue. A primary teacher seconded to Goulburn Valley Driver Training Complex has developed a program which integrates road safety principles and activities into the existing primary school curriculum.

Many schools are currently conducting courses for students in motorcycle safety. There is at present no formal training for these teachers and it is apparent that a need for this exists.

The Bike Ed. Course Kit, developed in 1980, is a comprehensive bicycle education unit. Two-day in-service programs are being conducted throughout the year on a regional basis to introduce the program to teachers from all levels. The Victoria Police has given full support to the program which is proving very successful. In particular a full-time coordinator has been appointed to monitor programs and it is hoped more personnel will shortly be available to assist on a full-time basis.

Teachers seconded to RoSTA are developing road safety programs for use in primary and post-primary schools: *Roadwork*, which has been developed by a seconded primary teacher, is designed to integrate road safety principles into the school curriculum at junior-primary levels; *Science and the Road* has been developed to integrate road safety into the existing Year 10 science curriculum. A secondary science teacher prepared this unit which has been very well received by schools.

At present, there is a noticeable lack of material available for traffic safety programs at the junior post-primary levels. It is hoped that, with the assistance of the RoSTA, curriculum units suitable for incorporation into school curricula at this level will be developed, making traffic safety education a sequential school program.

Curriculum

Gifted Children Task Force

The Secondary Schools Division's Gifted Children Task Force has continued to expand its provision for gifted children. There are now eighteen cluster groups where children are withdrawn for half a day per week for enrichment units, involving more than half of the high schools in Victoria in both city and country areas. In addition, some primary and technical schools participate in these groups.

In 1980-81, significant support in the form of both staff and facilities has been provided for cluster groups by tertiary institutions. Major contributions have been made by Deakin University, where a group of Geelong children attends the university half a day each week for courses provided by the staff; and SCV Rusden, where children from the Doncaster and Dandenong areas attend.

An attempt has been made to put these clusters on a firm organisational footing, using seconded members of the Task Force in the role of executive officers. These members coordinate a planning committee drawn from each of the contributing schools. These teachers in turn are the liaison teachers with their schools. The Task Force provides the administrative backup as well as consultancy services to the schools as required.

The acceleration project initiated by the Secondary Schools Division and conducted at University High School commenced in 1981 with a group of thirty children enrolled in Year 7. It will be possible for these children to complete their secondary education in four years. The scheme has been enthusiastically received by the children, parents, and teachers. Another group has been selected to commence the program in 1982. Discussions with tertiary institutions regarding various types of early admission and credit for work done before admission are continuing.

The Task Force continues to provide in-service activities for teachers, to build its collection of reference materials, and to provide individual assistance to schools and children. It is expanding its range of publications with a *Teachers Guide: Gifted and Talented Children*.

Curriculum in Secondary-Technical Schools

The year 1981 has seen a consolidation of the support network to assist school-based curriculum development established in 1980. Under the responsible assistant director, a network of six inspectors and nineteen educational-area supervisors has cooperated with the thirty-six subject committees and eleven sets of part-time regional consultants to provide a variety of services to technical schools. These support services have included advice to principals, other school administrators, heads of departments, teachers with special responsibilities, and subject teachers. The advice has dealt with a host of matters including organisational practices, discipline policies, administrative behaviours, pupil grouping, class sizes, timetable patterns, teaching methods, assessment procedures, and reporting practices.

An experienced school administrator has been allocated the special duty of developing policies and practices for the implementation of school reviews throughout the technical schools system. One school, St Albans Technical School, has undergone an extensive review of its organisational and curriculum functions, and has provided further experience for the anticipated extension of the review process to a number of schools each year.

The policy of eventually extending coeducation to all technical schools whose communities request it is being maintained. Girls were enrolled for the first time in a further five technical schools in 1981. The major constraint on extending coeducation is limited finance. Four schools not requiring significant additional facilities will become coeducational in 1982.

The policy of providing education in technical schools for pupils with some degree of disability is being pursued within the limits of the physical and staffing resources of the schools. Examples are Swinburne Technical School, where pupils with significant hearing impairment continue to make good progress; Huntingdale Technical School in which a number of pupils with a variety of physical disabilities are enrolled; and Jordansville Technical School which cooperates with Ashwood Special School in providing practical

Curriculum

studies for the pupils of that school. Jordanville Technical School is also considering offering similar opportunities to pupils from Yooralla.

To support the development of a Year 12 in secondary technical schools, and to coordinate the development of specifically technical courses as an educational option at this level, a special project officer was appointed. During the year, three technical schools (Ararat, Geelong East, and Warrnambool) offered Year 12 courses to their students, and guidelines were developed for integrated courses in the areas of electrical and electronic practices, building, engineering, textiles, and horticultural studies. As schools evince interest, guidelines for further courses will be established. Courses such as sport and recreation, home establishment and development, and rural studies suggest exciting possibilities.

The basic rationale for these Year 12 courses is to motivate students to continue their general education with an emphasis on practical studies. The need for such practically orientated courses has been acknowledged in many recent reports on education in Australia and overseas.

The main elements of this course design are as follows: Only pupils who are assessed as having a strong motivating interest in the study area are accepted into the course. The group of teachers for all subject elements of the course are convened by the leader of the core area to write their programs for the year. The programs are written so that the knowledge and experience of the enrolled students are taken into account to determine starting and finishing points for the year. All teachers of such supporting subjects as mathematics, communications, basic law, and social studies, construct programs to support the sequence and development of the core study.

In 1982 a further set of schools will be offering the newly developed courses at Year 12 for pupils who have an unequivocal interest in practical studies.

Technical and Further Education (TAFE)

Organisation and Administration of TAFE

During 1980-81 major changes have occurred in the administration of technical and further education in Victoria.

The TAFE Board was established on 1 July 1980 under the legislation of the Victorian Post-secondary Education Commission. It derives its functions and powers from an Instrument of Delegation under Section 15a of the *Post-secondary Education Act*. The Commission has no right to overrule or modify decisions or recommendations of the Board, but retains the right to advise the Minister of Education upon implications of the Board's decisions for post-secondary education generally.

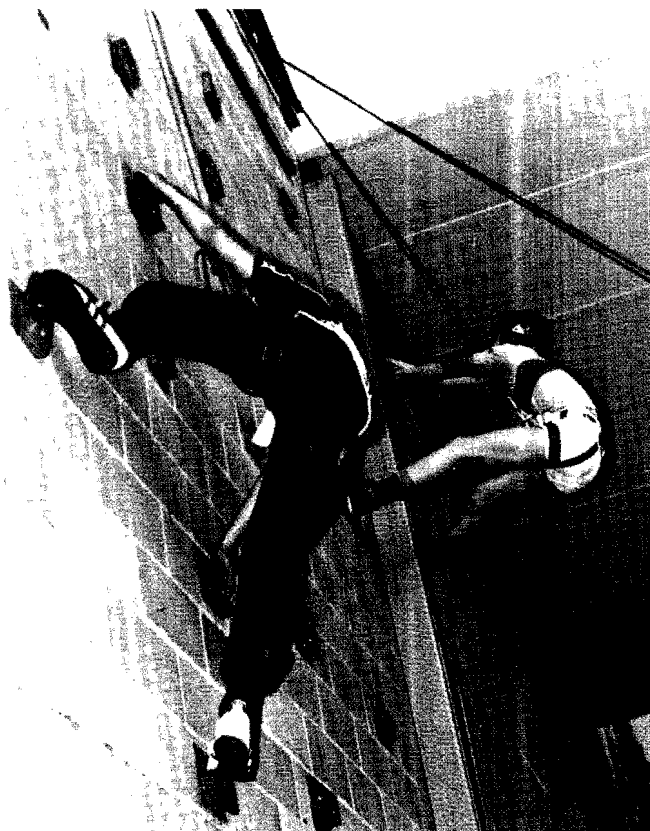
The Instrument of Delegation gives the Board functions and powers in relation to the planning, organisation, administration, and coordination of the technical and further education; determining requirements for funds and their allocation among TAFE institutions; the establishment of new TAFE institutions; the provision of courses of study and the granting of awards; ascertaining community needs and devising ways to meet them; research and surveys to keep technical and further education attuned to changing financial, economic, and social circumstances; encouraging cooperative arrangements among TAFE institutions; and gathering information from TAFE institutions.

The Board has adopted the definition of technical and further education proposed by the Australian Council of Technical and Further Education as the education through which the individual can:

- (a) acquire or make progress towards acquiring, by full-time or part-time studies, assessable occupational qualifications involving mental, manual, or social skills; and/or
- (b) acquire, or seek to acquire, usually on a part-time basis, knowledge or skills for secondary, additional, or supplementary occupational purposes, or for the purpose of personal development or enrichment or to utilise leisure creatively.



Horticulture programs have been developed in a number of schools, including Oakleigh Technical School. A three-day horticulture in-service program for fifty teachers was conducted at the State Schools Nursery.



There has been an increase in the number of indoor physical education facilities being constructed by the Department. A new design has enabled a greater number of schools to develop community education and activity centres.

Simulated rock-climbing exercises at Blackburn Technical School.



A survey in 1980 indicated that 97 per cent of State technical schools and 96 per cent of State high schools have incorporated work experience into their curricula.

A work experience student develops skills in layout and design at the Education Department's Publications and Information Branch.



A physical education class at Oakleigh Technical School.

Curriculum

TAFE providers in Victoria include: Colleges of advanced education; Council of Adult Education; Department of Agriculture (agricultural colleges); voluntary learning groups; industry training centres; the Education Department's technical schools and some high schools; and TAFE colleges.

At the time of the Board's establishment it was announced that its primary role would be in policy determination rather than administration. The announcement advised that administrative structures would, however, be reviewed, both by the TAFE Board and the Government in the light of the first year's experience and the outcome of the Ministerial review of educational policies.

The Board has completed its review of TAFE operation in Victoria and has presented its policy and guidelines for the future organisation of technical and further education in Victoria to the relevant Ministers. The structure as presented by the Board has been substantially adopted by the Government.

On the advice of the Board, the Government accepted that the State-wide administration of technical and further education should be separated from the Education Department and a small administration unit responsible directly to the TAFE Board should be established to assist in the formulation and implementation of its policy decisions. The initial establishment will comprise a managing director of TAFE and senior officers responsible for curriculum and services, personnel, administration and finance, and buildings, together with secretarial and clerical support. Provision for this staff will be made as far as practicable by transfer of functions from the Education Department rather than by the creation of new positions.

Regional TAFE boards are to be established throughout Victoria. It is proposed that each regional board will make decisions and recommendations about the most rational use of resources in its area within the framework of policies announced from time to time by the TAFE Board and the Government.

Existing TAFE providers will be retained and all TAFE providers, including the Education Department, will remain responsible for the detailed administration of their own programs within the framework of policy decisions at the State and regional level.

The Government has adopted the principle that existing TAFE colleges should, in due course, be separated from the control of the Education Department and thereafter relate to the TAFE Board, either directly or through the regional structure. However, before this can be achieved, providers and representatives of TAFE staff will need to be consulted about the detailed and delicate organisational, budgetary, and staffing issues involved. Sixteen colleges have been identified for separation on 30 September 1981.

The Government envisages that, in addition to the role of the Minister of Education, the Minister for Employment and Training will also have a vital role in the TAFE area in assessing and advising on labor needs for Victoria and in drawing attention to areas where TAFE will need to respond promptly to requirements for new or additional skills. Both Ministers will be jointly responsible for recommendations to Cabinet on TAFE policy. However, to ensure administrative simplicity for the TAFE Board and TAFE providers, administrative accountability will remain with the Minister of Education, with whom the Board and the providers will deal.

To assist in implementing this strategy a separate TAFE budget will be prepared for inclusion under the education vote. The TAFE Board will have the responsibility of initial preparation for the TAFE budget, which will then be discussed jointly with the several Ministers directly interested in TAFE operations. To emphasise the important role of the Minister for Employment and Training in establishing new directions, that Minister will thereafter present the TAFE budget to the Treasurer and accept responsibility for it.

TAFE Curriculum

The operation of TAFE curriculum is quite different from that of primary and secondary education. TAFE students are adults and young people who have left secondary school. The course objectives are, in the main, highly specific and vocationally orientated.

The national classification of TAFE courses provides for six streams of study and a cross classification of eleven fields of study.

The fields of study are applied science, art and design, building, business studies, engineering, rural and horticultural studies, music, para-medical studies, industrial services not classified elsewhere, personal services not classified elsewhere, and general studies.

Curriculum

The first category of the streams of study, the professional stream, comprises diploma courses which lead to professional status or which enable professionals to update their knowledge of technology or to specialise. In Victoria such courses are conducted by arrangements with a tertiary education institution.

Stream 2, middle-level (or para-professional) courses, provide training for the immediate support personnel for professional officers and higher-level management, or for personnel who need to be proficient in a variety of technical or business tasks in small-scale management decision making. Students undertaking middle-level courses are generally required to have concurrent employment and, where necessary, enrolments are monitored to ensure that industry is able to absorb the number of students completing the courses.

In addition to normal indentured courses, Stream 3, the basic vocational (apprenticeship trades) stream, includes pre-apprenticeship and post-trade courses in trades which are proclaimed under the provisions of the *Industrial Training Commission Act 1975*. The Industrial Training Commission is responsible for the regulation of the relationship between employer and apprentice and for the maintenance of skill levels, while the provision and improvement of trade education is the responsibility of the technical education system.

The basic vocational (non-apprentice) stream (Stream 4) includes all skilled trade and vocational courses other than those included in the apprenticeship area and short-training courses which develop additional on-the-job skills. These courses are particularly important in the current situation of high unemployment. A variety of courses has been developed by technical colleges in close consultation with industry.

Access programs (Stream 5) in technical colleges provide opportunities for adults to re-enter education and to undertake programs of pre-vocational training; they provide realistic opportunities for access to further education through basic education, personal growth, and retraining. The access stream includes the Tertiary Orientation Programs which prepare students for tertiary study and the evening classes in high schools through which many adults complete the Year 12 (HSC) or Year 11 prerequisites to further study. Other components of this

stream include remedial education for youth seeking entry into vocational courses and courses developed specifically to meet the needs of such disadvantaged groups as women, migrants, adults with deficiencies in basic education, the unemployed, prisoners, Aborigines, and the disabled.

The last of the streams of study classification refers to recreation and leisure studies (Stream 6). This includes all the non-vocational programs of a cultural or utilitarian nature provided for the community in general, such as courses in home handicrafts, hobbies, self-expression, and cultural appreciation. These courses provide an opportunity for people to extend their experiences and for personal development.

In response to the particular nature of its courses, the TAFE system in Victoria has adopted an approach to curriculum development called the "systems approach". This approach consists of five sequential steps:

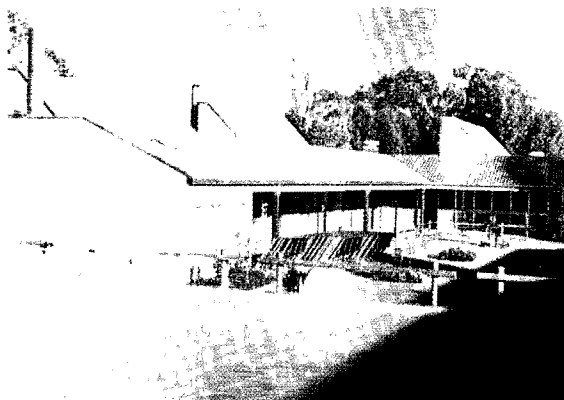
- analysis of the skills and preparation of objectives
- design of course and learning resources
- the conduct of the course
- its evaluation
- its validation by following up graduates on the job to ensure that objectives are correct and appropriate

During 1980-81 the Technical Schools Division (responsible for the administration of TAFE) has been working with the TAFE Services Unit (Planning Services Division) to develop a comprehensive process whereby priorities can be determined for the hundreds of TAFE courses for systematic development through the "systems approach". Because of the need to work on the basis of extensive analysis of skills requirements of the work place, curriculum development in TAFE can be expensive. However, the cost to society of poorly designed vocational education courses far outweighs the investment cost involved in producing soundly based courses.

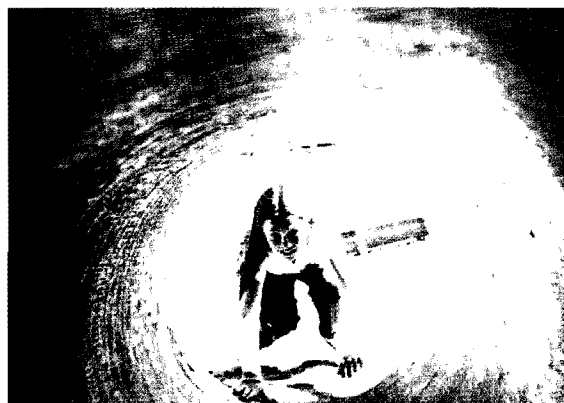
In 1980-81, further progress has been made in the application of self-paced learning techniques; teachers and more colleges, observing the advantages of the system in practice, are adopting the new approaches.



In July 1980 there were 364 661 pupils enrolled in 1677 State primary schools.



An art and craft centre was officially opened at Rutherglen High School in May.



Real adventure playgrounds are areas where children can engage in spontaneous play.

Curriculum

For some years the Technical Schools Division has been fostering the capacity of the individual colleges to respond directly to needs. The success of this policy is evident in the vigor and variety of the responses. Examples could be drawn from practically every college. Preston Technical College has developed a highly sophisticated short-course operation of a sufficiently high standard to be virtually self-funding. Frankston Technical College has developed the highly successful Bayside Learning Network whereby the college assists, cooperates with, and promotes an entire network of local adult-learning opportunities offered by a variety of agencies. Box Hill Technical College is deeply involved in developing, in close cooperation with the industry, a course for quarry managers to serve the whole of Australia.

Other new approaches within TAFE include an emphasis on the design and construction of facilities to meet the particular curriculum requirements of specific localities. Proposals are being developed, in response to the Minister for Employment and Training, for a special skills-training centre in the Latrobe Valley to provide practical experience in real work in an off-the-job workshop environment. This approach should enable young people to gain work skills more quickly.

At Broadmeadows, an economically and educationally disadvantaged area, a new TAFE facility is proposed. This centre will concentrate on the provision of transition courses for fifteen to nineteen year olds. The courses will aim to develop skills and attitudes that will assist their induction into the workforce. In order to overcome negative attitudes to schooling, and to provide maximum learning efficiency and flexibility, the proposed facility will rely upon individualised self-paced learning approaches. As well as transition courses the centre will provide basic vocational learning opportunities for the general community.

Other initiatives include cooperative arrangements with neighboring States and participation in national developments in the area of buildings, statistics, curriculum, and staff development. Interstate cooperation has included a large-scale joint-needs analysis of the "Green Triangle", encompassing Victoria's south-western corner and the adjacent area of

South Australia. At the other end of the State, the Albury-Wodonga Post-school Coordinating Committee has appointed an executive officer to assist and coordinate the development of TAFE in the Albury-Wodonga area of Victoria and New South Wales.

The Tertiary Education Commission, in its planning report for the 1982-1984 triennium, indicates that TAFE can play a major role in the contribution of the education system to the adjustments our society must make to:

- changes in rates and directions of economic growth (such as resource development projects)
- technological change (and the distribution of occupations and the nature of work itself)
- changes in international circumstances (requiring more sophisticated skills)
- demographic shifts (general ageing of the population)
- changes in social institutions, conventions, and attitudes (unemployment, leisure, the creation and distribution of wealth)

In fulfilling its role of assisting individuals to enhance their security and job satisfaction two overriding priorities for TAFE in the 80s are identified:

- to provide the knowledge, skills, and educational environment which will best ensure a skilled, adaptable, and well-informed workforce able not only to meet the complex demands of a changing society and workplace but also to realise the individual potential of its members in the face of these changes
- to prepare as many young people as need or seek assistance to make a smooth and rewarding transition from childhood and schooling to the challenges and opportunities of adult life.

Curriculum

Special Education

Special Education Branch administers a State-wide network of special schools, centres, and units, providing for those persons who, because of their disability, require specialised education beyond the resources of the regular school setting.

Education of the Intellectually Disabled

Nineteen day special schools, five institutional special schools, and two continuing work education centres cater for the educational needs of students with intellectual disabilities. Special facilities units attached to five day schools provide an "on request" support service to mainstream students who are intellectually disabled and recommended for special school placement or who previously attended a special school.

Approximately 2340 students attend day special schools, 460 attend institutional special schools, and 469 students attend, sessionally, at the North Kew Education Centre.

A recent survey of day special schools indicated that all such schools are engaged in some form of integration of disabled pupils into mainstream schools. This integration policy has resulted in schools for the intellectually and physically disabled catering for more severely disabled students.

In addition to continuing/work education programs for older students conducted in special schools and, in some instances in annexes located off-campus either in conjunction with technical schools/colleges or local industry, continuing/work education centres operate at Montague and Bendigo. The focus of these centres is on the enhancement of work-orientated and social skills.

Education of the Socially and Emotionally Disabled

The Socially Disabled

Special education recognises as socially disabled those children, adolescents and, in some cases, adults committed to institutions

conducted by either the Department of Community Welfare Services or voluntary welfare agencies.

Since this category includes, at one end of the range, neglected children who have been admitted to care and, at the other, adults who have been imprisoned for criminal offences, the diversity of educational need that is represented is enormous.

Educational services are provided through five special schools in welfare institutions, five education centres in youth training centres, and seven education centres in prisons.

An increasing proportion of children from welfare institutions is being enrolled in regular schools, and December 1980 saw the closure of the special school which was associated with the Bayswater Salvation Army Boys Home.

Induction programs are conducted for staff in correctional settings, and in-service education programs are provided each year to develop more appropriate programs and practices.

The Emotionally Disabled

For emotionally disturbed children, the Education Department conducts a special school which is located within the Travancore Developmental Centre, a residential facility operated by the Mental Health Division of the Health Commission. Special education staff are also appointed to the South-eastern Child and Family Education Centre which is located within a child psychiatric clinic. The children referred display a wide range of behavioural and educational problems. Staff provide educational assessments and individual programs. Teaching staff work closely with members of other professional disciplines.

Social adjustment centres are located within regular primary schools and aim to assist children who have been suspended from school, or whose behaviour is so disturbed that they have been withdrawn for special assistance. The role of the social adjustment centre is to identify a child's strengths, extend the child's competence in basic skills, and develop acceptable behaviour patterns which will enable the child to successfully return to the regular classroom.

A new social adjustment centre was established in 1981 at Geelong Primary School (Tate Street) Geelong and is one of the five currently in operation.

Curriculum

During the period under review there has been increasing support provided through both the Schools Commission Children in Residential Institutions Program and TAFE. Assistance has generally been in the form of additional equipment and personnel.

Education of the Physically and Sensorily Disabled

Five special schools are conducted for physically disabled children, and the Visiting Teacher Service provides support to physically disabled pupils attending local schools. This service has been extended to country centres at Geelong, Ballarat, Moe, Bendigo, and Benalla. The Visiting Teacher Service also provides assistance to hospitalised children in those regions.

A task force, established by the Director-General to examine and report on submissions on the future of educational provisions for the hearing impaired, has concluded its deliberations. The report is in its final stages of preparation.

Particular consideration has been given to secondary level provisions, to parent-education services, to methodology, and to support facilities which could provide more assistance to the hearing-impaired child than would the Visiting Teacher Service but would create a less restrictive environment than a special school for the deaf.

Remedial Education

A range of consultative and special assistance services is provided through five demonstration units, forty-eight special education units, and fifty-eight special assistance units.

Demonstration units are regionally based and, through in-service education programs, assist schools in the development of school policies and curricula. Special education units provide consultancy services to teachers and direct instruction to pupils, while special assistance units support classroom teachers by providing intensive, short-term tuition to individual pupils.

Three of the special assistance units provide services specifically for aphasic and other children with severe language disorders.

A representative working party established by the Minister of Educational Services presented a report in December 1980 recommending the reorganisation and integration of specialist

resources external to the school within a single coordinated service as an element of the Special Assistance Program.

Homecrafts

Within the homecrafts/special education field, there has been an increased demand by teachers of severely and moderately handicapped students for curriculum guidelines and resources related to the living skills area, especially in the development of health and human relations programs. To assist in meeting these needs, in-service programs including State-wide residential and school-based workshops were organised.

School-based curriculum committees and increased cooperation between schools have assisted in the development of programs to meet the needs of students. New survival skills programs are underway in various prison education and youth training education centres. Homecrafts consultants are working closely with teachers in the planning and trialling stages. Funding was received for the production of nutrition games and for the upgrading of the *Homecrafts Teachers Newsletter* in conjunction with a work experience program at Turana Youth Training Education Centre. Additional materials have been included in the Homecrafts Resource Centre.

Homecrafts Branch functions by means of a centrally based team of consultants who work with teachers and students in eighty-three special education schools and centres within Victoria. The consultancy team is made up of full-time and part-time members, most with recent experience in the various categories of special education. The provision of part-time appointments enables teachers to draw on a relatively larger number of people for advice.

An exchange of information on post-primary home economics and special education facilities in other systems and States is continuing through in-service programs, curriculum committee membership, and exchange of curriculum materials.

State Council for Special Education

The State Council for Special Education provides a comprehensive and informed body of opinion in the area of special education. Members are drawn from relevant divisions of the Health Commission, the Education Department, and the Department of

Curriculum

Community Welfare Services, from voluntary organisations, and from the Catholic Education Office.

Within its frame of reference the State Council has kept abreast of current practice and research in special education. The Council is not an executive body; its primary obligation is to advise the Minister of Educational Services on all aspects of special education.

In the period July 1980 to June 1981, Council met ten times. As well as these full meetings, the State Council standing committees on teacher education, and work education and work experience met regularly and reported at each full Council meeting. In addition, two other Council bodies, the International Year of Disabled Persons Subcommittee and the Legislation Subcommittee, met and reported to Council.

Resulting from activities during the previous two years, and following on from its report on the pre-school area in March 1980, Council presented the following major reports to the Minister in the latter part of 1980:

- (a) *Provision of Educational Services for School-age Children with Special Needs* (July 1980).
- (b) *Provision of Educational Services for Adolescents and Young People with Special Needs* (November 1980).

In July 1980, the State Council applied to the Victorian In-service Education Committee for financial support for a proposed seminar titled Special Education — Integration within a Decentralised Framework. The issues involved were seen as highly relevant to the emerging situation in Victorian education generally, and in particular to the place of special education within the total framework. Subsequently, financial support was obtained. The seminar was held at Mannix College, Clayton, at the end of February 1981. One hundred participants from State and registered Victorian schools and selected participants from the tertiary and administrative sectors in Victoria and interstate attended. Mr George Cooke, CBE, Vice-chairman of the Warnock Committee in the United Kingdom, also contributed to the seminar by means of a half-hour videotape address. The seminar was comprehensively reported and it is hoped that this document will be influential in enhancing educational opportunities for children with special needs throughout Victoria and interstate.

Curriculum Support Services

Departmental Services

Ethnic Education Services

Specialist operating and consultative services for Aboriginal education, adult migrant education, and child migrant education are integrated through Ethnic Education Services of Special Services Division.

Aboriginal Education Services

Aboriginal children, in general, receive the same curriculum as other children, although a few schools have attempted to introduce Aboriginal studies, which includes aspects of traditional Aboriginal culture and contemporary Aboriginal affairs. Curriculum materials for these subjects are being reviewed and trialled in association with the Curriculum Development Centre and the Victorian Aboriginal Education Consultative Group.

A 1977 survey of all schools in the State indicated that of the 2200 Aboriginal children enrolled in Victorian primary and secondary schools, more than 40 per cent were identified by their teachers as being in need of special educational assistance.

Resource teachers are attached to schools with relatively high enrolments of Aboriginal children to provide liaison, consultancy, teaching, advisory, and teacher-education services to their base school, to other schools in the area, to Aboriginal parents, and to community groups. This initiative has been complemented by a second program designed to bring the Aboriginal community into the school. Under the Special Work Project Scheme, schools receive funds to employ and train Aborigines as teacher-aides, laboratory technicians, clerical assistants, library assistants, and groundsman. This scheme has resulted in significant and stable changes in the attitude of Aboriginal students towards school and learning, as well as improving relationships between the teaching staff of the school and the Aboriginal parents.

A range of school-initiated projects of a remedial, enrichment, social, cultural, and recreational nature designed specifically to meet the needs of Aboriginal students, is also funded.

Curriculum

Other initiatives include seminars for Aboriginal parents in country areas concerning alternatives for the future education of their children, school camps for Aboriginal students and mixed groups, and visits to schools by Aboriginal speakers, performers, and interstate student groups. Social learning centres, which provide a range of classes at primary, secondary, and adult levels, have been established for local Aboriginal communities at Bairnsdale Primary School, Shepparton Primary School, Robinvale Consolidated School, and at Collingwood.

The work of the sixteen seconded teachers and fifty-four other staff of the Aboriginal Education Services Unit is assisted by the Victorian Aboriginal Education Consultative Group so as to ensure that the expertise of the general Aboriginal community contributes to the planning, implementation, and administration of programs for Aboriginal education.

Adult Migrant Education Services

In response to recommendations of the Galbally Report (1978), Adult Migrant Education Services has consolidated and further developed its programs of English language tuition to include full-time on-arrival courses for migrants and refugees at the city venue and seven regional centres.

In cooperation with community organisations sponsoring refugees under the Commonwealth Refugee Settlement Scheme, programs integrating English-language tuition and orientation information have been conducted in country locations.

The restructured Continuation Class Program now includes 126 community classes for women and 216 evening part-time courses in hostels and other centres.

The Industrial Language Training Scheme has continued to provide on-site English classes for migrant employees, and has introduced full-time six-week courses as an extension to the part-time package.

Correspondence course enrolments have increased, and 2310 students were assisted through the Home Tutor Scheme.

Day and evening courses provide part-time tuition at six levels for a daily average of 850 students. Full-time courses, each of ten weeks' duration, catered for 560 students during 1980-81.

New initiatives include six-month full-time work-experience courses for migrants with professional qualifications, and specific-purpose courses conducted on Friday evenings and Saturday mornings for students requiring advanced-level language skills. Increased emphasis has been given to in-service education programs designed to familiarise teachers with teaching methods and materials appropriate to the needs of newly arrived migrants and refugees.

Child Migrant Education Services

Child Migrant Education Services provides a wide range of services for teachers and school administrators. Consultancy and in-service education are provided for teachers of children of non-English-speaking backgrounds — mainly in the area of teaching English as a second language.

Other facets that require special attention include social and cultural adjustment; pride in and maintenance of first languages and cultures; and communication with teachers, parents, and the community.

These services are provided through visits to schools, tertiary institutions, and community groups to offer advice in matters relating to the teaching of English as a second language and on educational and cultural backgrounds of migrants and refugee children. Advice is also given on the organisation of school programs, the development of suitable curricula, and the choice of teaching materials. Teachers are assisted in designing specific school programs that create an awareness of the needs of migrant children by providing information on the educational and cultural backgrounds of the various ethnic groups and on communicating with parents.

During 1980 and 1981 additional reception language centres for newly arrived refugee students have been established. These centres provide facilities for the registration of students, the teaching of English as a second language, and orientation programs.

A further development has been the expansion of intensive language centres for newly arrived migrant students and those students who, although not newly arrived, require specialist assistance with English in order for them to benefit from the educational programs offered by schools. Additional intensive language centres are expected to open in 1982.

Curriculum

In recognition of the multicultural nature of Australian society, consultancy and advisory services are made available to all teachers and school principals so that they may be fully aware of the needs of all children under their care. Schools are encouraged and assisted to develop curricula that lead positively to the acceptance and appreciation of the various cultures which are represented in Australian schools.

Victorian Advisory Committee on Migrant and Multicultural Education

The Victorian Advisory Committee on Migrant and Multicultural Education (VACMME), established in 1979, advises the Minister of Educational Services on all aspects of migrant and multicultural education; and makes recommendations on the disbursement of Schools Commission funds made available to Victoria for education for a multicultural society, and on the funding made available for community language programs in ethnic schools by the State Government.

VACMME comprises twenty-six members drawn from the education systems, ethnic communities, and organisations with an interest in multicultural education, and is headed by an independent chairman. Members, who are appointed by the Minister of Educational Services for a term of two years, are people with experience and expertise in the area of multicultural education.

The committee advertises and administers two funding schemes for projects in education for a multicultural society — Small Grants and Major Projects. The Small Grants scheme is designed to assist individual schools to initiate, develop, or continue projects specific to the school situation in the areas of community languages, bilingual education, multicultural programs, and programs aimed at developing relationships between students, teachers, parents, and the community. The Major Projects scheme caters for projects which are wider in concept and impact than Small Grants, and which often involve clusters of schools and intersystemic cooperation. The committee also recommends on the funding of curriculum development projects, relevant publications, and teacher education. As well as its advisory and funding roles, VACMME has a responsibility to promote community awareness of issues in multicultural education and to assist in the liaison between ethnic schools and communities, and systemic schools.

Counselling, Guidance and Clinical Services

Counselling, Guidance, and Clinical Services provides teachers with a consultancy service, advising them on classroom organisation, on management of individual children, and on the provision of appropriate programs. Also included is the assessment and referral of disabled children, and speech therapy services.

In-service education courses for primary, secondary, and technical teachers, and for CG and CS staff, are held throughout the year. These include preliminary and ongoing training for careers education teachers and for pupil welfare coordinators.

A resource library is maintained and Education Department personnel are invited to borrow articles related to school organisation and administration, psychological research, child development, and related subjects.

The Multicultural Resources Section is a multidisciplinary group which provides a consultative service for staff of CG and CS and the Child Migrant Education Services section of the Department. In-service training for CG and CS staff and for teachers, particularly in respect of information gained by interpreters, is regularly provided. This section also provides information on community resources, ethnic organisations, and issues of sociological and psychological concern.

Educational Resources Unit

The Educational Resources Unit comprises the Audio-Visual Resources Branch, Library Branch, and Publications and Information Branch.

Audio-Visual Resources Branch

AVRB's 120 trained teachers and additional Public Service support staff, located in the Carlton headquarters and twenty-four district Centres, produce, catalogue, and distribute high-quality educational materials to client specifications, and advise and train in the use of all audio-visual materials.

Facilities include television production; video tape dubbing; video library; audiotape dubbing; film production; film library; general media production and cataloguing; course development and organisation; study guide and survey production; advice and evaluation; publication of reports, data, and news; liaison with the media industry; and school access to equipment.

Curriculum

In 1980-81, the central headquarters of the Branch produced more than forty television programs of broadcast standard, and dubbed, free of charge, 15 000 copies of educational programs from its library of over 3000 titles. District centres produced a further 294 low-cost local productions, and dubbed 961 copies.

In the audio area, 39 900 cassettes have been taped and distributed to schools from the centre and a further 15 595 copies have been produced by district centres.

Two films were released by the Film Unit, and another three are awaiting release. Films are made in response to specific curriculum needs by teachers trained and qualified as filmmakers. These are added to the AVR B library for free loan to schools, and are also available for video dubbing.

More than 2300 educational institutions are registered borrowers from the 16mm Film and Video Collection. More than 190 000 loans per year are made from the library's 5200 titles, of which there are an average of three prints each. By comparison, the State Film Centre lends only 64 000 per year, and the National Library 51 000. There were 424 new titles added to the AVR B collection this year, some with video dubbing rights.

Twenty-three sets of curriculum materials have been produced in slide sets, classroom pictures, charts, overhead transparencies, multimedia kits, and booklets. Another thirty-eight projects are in progress. Materials are available for sale or loan through general media and cataloguing services, which, during 1980-81, added sixty-six titles to the existing collection of 3000. There were 39 640 items loaned and 32 984 sold.

Computerised cataloguing of films is in progress, and will later be applied to general media.

In the area of media education, Applied Media Resources organised fifty seminars, as well as the Media Communications Expo '81 at Dallas Brooks Hall, which brought together fifty media experts and 1400 students. The Films in Focus project of Applied Media Resources has involved 50 000 students throughout the State. The section produced study guides for more than thirty related films.

The Educational Technology Unit produced reports and surveys on subjects ranging from satellite communications in education to audio-visual equipment maintenance. It also published *CUE Newsletter for Educational Technologists*, and audio-visual equipment directories. The 16mm projector repair service repaired 702 machines for schools, which are only charged for the cost of parts.

Twenty-four district centres present most or all of these functions on a local basis, serving as distribution, advisory, in-service education, production, and equipment access locations for their own areas. They have loaned 65 310 films, sold over 20 000 items, loaned 16 097 pieces of equipment, made minor repairs on 2680 items, produced 294 low-technology video programs, and made 6802 advisory visits to schools.

In 1980-81, by courtesy of Channel HSV 7 and country networks, AVR B arranged for schools throughout Victoria a weekly television broadcast of curriculum films and videotapes. Many of these programs were made by AVR B production units.

Library Branch

The commitment to develop adequate library services, both at systems level and individual school level, has remained high during 1980-81 despite difficulties arising from shortages of funds and staff and an overall decline in pupil enrolments. The total number of books in 924 primary school libraries and thirty-three primary mobile units now exceeds 4 850 000 volumes. As well, these libraries hold more than one million non-book items, and their total expenditure on library materials during 1980-81 was approximately \$2 530 000. In 376 Victorian State high and secondary-technical schools, the corresponding figures were a total book stock of more than 4 070 000 volumes, more than 495 000 non-book items, and an annual expenditure on library materials of approximately \$2 600 000. When salaries and other recurrent items are included, the total annual commitment to the provision of library services in government schools would amount to approximately \$38 million.

The basic purpose of Library Branch's support services is to enable individual school libraries to operate more effectively and efficiently. The total recurrent cost of these library support services is approximately \$1.6m per annum. This amount represents approximately 4 per cent of the recurrent annual cost of school-level library services. Economies of scale

Curriculum

associated with the provision of library support services can be illustrated in many areas. A conspicuous example is in central cataloguing where the operating labor costs are approximately \$380 000 per annum, and labor costs saved at school level amount to approximately \$1 680 000 per annum.

The full extension of reviewing and bibliographic information services to nongovernment schools with central libraries has been implemented at a minimum cost and without the need to employ additional staff. However, staff ceilings prevented extension of the Branch's central cataloguing card-supply service to nongovernment school libraries despite the continuing and widespread demand.

Publications and Information Branch

While a significant proportion of work undertaken in 1980-81 by the Publications and Information Branch has been for the Curriculum Services Unit, the Branch has also published on behalf of Planning Services; Primary, Secondary, and Technical Schools Divisions; Teacher Education Division; other sections of the Special Services Division; the Curriculum Council; Management Services; and the central administration. "Outside" clients include the China Advisory Committee, the Road Safety and Traffic Authority, and Project Jonah.

The restructure of the Education Department has been supported by regular news items in *Interchange* and *News Exchange* and by the introduction of *Implementation News*, a regular brochure for schools and other Education Department branches. Other brochures and pamphlets published by the Branch include a special full-color information pamphlet produced in English and nine other languages to introduce the Special Assistance Program to parents; a special pamphlet called *We're Here to Help* to publicise Counselling, Guidance, and Clinical Services; and two pamphlets — "Women at Work" and "Jobs for Girls" — to increase awareness of opportunities in the work force for women. A long-standing information pamphlet, *Your Child's Next School*, which is sent to parents of Year 6 children when they are choosing a post-primary school, was completely redesigned, produced in color, and printed in eight languages. *Nutrition Guidelines for School Canteens* was produced for Planning Services to assist school communities in providing nutritious food for sale at school.

For the Curriculum Council, the Branch produced the *Curriculum Council Newsletter*, the *Curriculum Council Project Proposal Form*, and *Curriculum Council Project Guidelines* — this last to be read in conjunction with *Publishing Guidelines 1981*, a booklet designed to help those engaged in the development of printed material.

One of the most useful documents to be produced this year was the *Catalogue of Publications*, a first-ever attempt to compile a list of publications produced by all sections of the Education Department (including regions), arranged in subject areas, and specifying availability. It is planned to update and improve this catalogue annually, with the hope eventually of having it available on computer-file as well as in a booklet format.

Publications produced for the Curriculum Services Unit include booklets on measurement in mathematics, parts of *Science in the Primary School*, a full-color handbook for teachers called *A Guide to Music in the Primary School*, and *Chalkface*, which contains practical suggestions for primary teachers and which is to be produced six times a year.

The International Year of Disabled Persons was marked by the Branch not only by feature articles in the student magazines — *Pursuit*, *Challenge*, *Explore*, and *Comet* — and in the teachers' publications *News Exchange* and *The Educational Magazine*, but also by a poster for schools and a series of bookmarks for children produced in conjunction with staff of the Special Education Section of the Special Services Division.

As part of the services of the Publications and Information Branch, an information office was opened on the ground floor of the Special Services Division Building in Queensberry Street, Carlton. Staff in this office answer queries from visitors as well as by mail and by telephone.

Curriculum Services Unit

The Curriculum Services Unit is a central curriculum-support agency of the Education Department, complementing district and regional curriculum services to help schools develop and implement curricula. The Unit provides support through initiating curriculum projects to produce a variety of curriculum materials for distribution to schools and through providing a range of services which make available scarce resources to assist

Curriculum

schools to develop and operate their own programs. The staff involved in these activities have extensive experience in primary, secondary, and technical schools and are involved in all areas from infant to HSC levels.

The support given to schools in their curriculum planning, implementation, and evaluation involves the Unit in many activities. These include the following:

- Provision of materials such as course guidelines, units of work, musical arrangements, research reports, and other documents useful to teachers in schools.
- Management of scarce resources such as theatre teams, school forests, camps, and a sound studio.
- Development of educational guidelines for the use of facilities owned by the Education Department, other government departments, local governments, statutory bodies, and nonprofit organisations.
- Professional support for in-service conferences and seminars.
- Professional support for the developing network of consultants at district and regional levels. Where local services are not available, the Unit may provide direct consultancy to schools at their request.
- Research into various aspects of curriculum.
- Production of curriculum newsletters for distribution to teachers, and preparation of articles for the *Curriculum and Research Bulletin*, and *Chalkface*.
- The provision of advice on curriculum research problems.
- School-based curriculum development and evaluation services.

Art

Many projects have been undertaken by Art Section staff during 1981 in response to a variety of needs expressed by teachers of art, art advisers, consultants, community groups, the Ministry for the Arts, the Primary Art Craft Curriculum Committee, and the Secondary Art/Craft Standing Committee.

In one project, which commenced in 1981, a comprehensive set of *Guidelines for Art Program Planning* will be produced. Rather than preparing an exemplary new art course, the project will assist primary schools in the preparation of their own art policy and program by extending the initiatives of *The Primary School Curriculum: A Manual for Victorian Schools*, and will help schools to confront particular problems of art program planning, development, and evaluation.

The Secondary Art/Craft Project arose from the perceived needs of regional consultants, the Secondary Art/Craft Standing Committee, and individual teachers. The materials being developed concern ways of planning courses, methods of teaching courses, reasons for teaching courses, appreciation of artworks, and evaluation and reasons for evaluation. Books on the disciplines of drawing, painting, print-making, ceramics, and photography will be completed during 1981.

One of the many services provided by Art Section has been the implementation of an Artists-in-School Program funded by the State Government through the Education Department and the Ministry for the Arts. This program provided the opportunity for eighteen practising professional artists to work with children in all levels of Victorian schools during Term 2 in 1981.

Drama

The Drama Resource Centre offers consultancy services for teachers, students, and community groups on drama teaching and the use of drama as a general teaching method. The Centre also provides technical and production assistance to schools on request.

The resource room contains scripts, source books, and videotapes for loan to teachers, and work units, which are freely available, relating to drama as a subject and as a method. Research is undertaken into the content and methodology of drama, and all projects of the Centre are new initiatives in educational practice.

The Theatre-in-Education team works as closely as possible with a selected number of schools for which it develops specific programs. As well, the team presents units of theatre-in-education to schools throughout the metropolitan region. Each unit is designed to be incorporated into the general school curriculum. The team also maintains a review function for other theatre groups working in schools, and presents some of its own programs in the Centre's theatre.

Using a grant originally from the Schools Commission, the Centre has established two regionally based theatre teams, one at Ballarat called "Four's Company" and another at Benalla called "Crosswinds". The objective of these projects is to bring theatre into the learning and living environment of schoolchildren and the community. Both

Curriculum

teams have developed strong community links and perform valuable services for local groups, especially through their Youth Theatre Program. Each team is governed by a Committee of Management made up of representatives from the community. Two staff members of the Centre act as director and manager for the teams.

The Drama Resource Centre also actively assists community groups involved in youth performing arts and is the liaison body for interstate and international contact in drama and theatre.

The consistently innovative work of the Drama Resource Centre occurs in response to requests and perceived needs. Demand for services and consultancy exceeds the capacity to supply them.

Music

The Music Section provides professional development services for music advisers and consultants, teachers specialising in instrumental and vocal work, and classroom teachers; operates a recording studio and print and audio music libraries; organises concerts for children; and prepares and develops curriculum-support materials for school use. The Music Section offers practical and material assistance, advice, and information to all teachers from all divisions.

In 1980-81, 1300 teachers from all divisions participated in more than fifty days of in-service education activities focusing on the planning, implementation, and development of school music programs.

The recording studio provides an opportunity for children to hear and critically evaluate their own performances under the guidance and encouragement of Music Section staff. In addition, approximately 30 per cent of studio time is allocated to recording sessions related to making programs for teachers to use in their own school curriculum.

The print and audio music libraries house the only significant collection of music education materials in this State; and the staff advise and assist teachers and students throughout Victoria on the use, availability, and suitability of printed and recorded music-education materials. In addition to some 8000 loans of material, 3500 teachers visited the library resource area during 1980-81 to review, research, and prepare their own teaching materials.

Free concert performances by the Melbourne Symphony Orchestra, the three Services Bands, and the ABC Showband are organised by the Music Section. During 1980-81, approximately 62 000 children from 700 primary and post-primary schools attended 100 concerts.

The Music Section assists schools in the establishment of instrumental groups and bands, advises on the techniques of instrumental teaching, and the use and availability of resources. The Section also writes, adapts, and arranges original and known musical works for use in all schools. During 1980-81, 1300 descant recorder, treble recorder, and multi-instrumental music books, and more than 108 000 music sheets were distributed to schools.

As secretariat for the Victorian State Schools Music Association, the Music Section offers workshops, seminars, and in-service education activities on aspects of music education applicable to both primary and post-primary schools, in addition to the organisation of the annual State-wide music festival. The 1981 festival, conducted over four days and four nights, involved more than 4000 children from ninety-six schools in both festival and competitive sections.

A major curriculum project — *A Guide to Music in the Primary School* — was completed early in 1981. The guide was released to all primary schools during Term 2, 1981, and will be supported through in-service education conferences and seminars conducted by the Music Section.

The development and preparation of future curriculum-support materials includes booklets on music experiences intended for use in conjunction with the guide; *TIME*, a curriculum guideline for post-primary instrumental teachers; *Music Curriculum Guidelines* for Year 10-11 students; and further materials in the *Opus 8* series.

During 1980-81, several information newsletters/publications were written and produced by Music Section staff and distributed to teachers in Victorian schools. These include *Notebreaker* (a curriculum-support magazine), *Agitato* (a curriculum newsletter), and acquisitions lists (information on the suitability and availability of new music education resources).

The Music Section provides orientation programs advising administrators, teachers,

Curriculum

and student teachers on the music resources and services available and their application in the school situation.

The Rose Music Foundation for the administration of school music camps and the Yamaha and Gillies Bequests, which make available string and percussion instruments for loan to schools, continue to be administered by the Music Section.

Environmental Education

The Environmental Education Section provides assistance to schools with the development, maintenance, and educational use of school forests, and advice on aspects of environmental education. During 1980-81 sales from commercial school forests returned over \$60 000 to participating schools.

The Environmental Education Section continues to emphasise the educational value of practical learning activities in forests by assisting schools with teaching programs. In cooperation with the Forests Commission, the Section produced a nature trail on the history and ecology of the forests at Powelltown. The Section also assisted the Ministry for Conservation's Standing Committee on Land Conservation Council Education Areas to develop policies on the use of education areas by schools and other educational groups.

The Section cooperated with the Curriculum Materials Library in the development of a Litter Education Resource Collection to provide background material for teachers wishing to tackle this ever-present environmental problem.

A conference, Environmental Education for the 80s, was organised by the Section with assistance from the Zoo Education Service, the Environment Teachers Association, and the Ministry for Conservation. This conference reflected the vitality and diversity of environmental education in Victoria, bringing together over ninety educators from primary, post-primary, and tertiary levels of the education system.

The Whipstick Environment Centre, managed by the Section, reached a new stage in development with the production of its *Teachers Guide* and a range of educational materials. A new mudbrick shelter building was completed at the Centre, and a set of bicycles, which further enhanced the Centre's programs, was purchased. The Centre forms a valuable part of the Section's overall service to schools in environmental education.

Home Economics and Textiles and Clothing

The Home Economics Project has been established to meet the needs of secondary home economics teachers in developing school-based curriculum. It aims to provide a framework for course development and unit construction which can be used in many differing school situations and at Year 7 to 12 levels. A publication of the Home Economics Project, *Home Economics Curriculum Guidelines*, was distributed to schools in mid-1980, along with support material and resources. During the second half of 1980 these guidelines were disseminated and implemented through in-service work and individual school contact. 1981 has seen the project move a stage further.

In the subject area textiles and clothing, curriculum materials such as the *Textiles Chart*, *Teachers Guidelines*, and *Units of Work* have been prepared and distributed to all Victorian post-primary schools and to persons and organisations interested in textiles in the community, industry, and tertiary institutions. In response to teacher requests for assistance, support materials on concepts identified in the *Textiles Chart* are being developed and disseminated.

Another textiles project is concerned with the development, implementation, and evaluation of textiles curriculum at advanced levels of secondary education. The Year 12 textiles project involves working with teachers in the development of materials relating to such Year 12 subjects as art and creative arts, the formulation of guidelines for school-based curriculum development relating to textiles, and the collection and collation of textiles resource and reference materials.

Language Education

The Language Education Section encompasses a number of projects whose charters require the production of curriculum documents over a broad range of topics in the field of language development and literacy. Close liaison is maintained with the Primary Schools Language Committee, the Secondary English Committee, the Technical Humanities Committee, district language consultants, and the demonstration units. Most of the work of the projects involves collaboration with practising teachers. The range of work is very broad, extending from surveys of teaching and learning activities to the production of theoretical statements on language learning

Curriculum

designed to assist schools in the development of their language or English curriculum policies.

One of the major projects is the Primary Language Program. The team members are bringing together research evidence and examples of the best classroom practice in aspects of speaking, listening, reading, and writing. The team is expected to produce four documents for primary schools over the next four years so that teachers will have available a very practical document to assist them in preparing their language curriculum.

One of the most innovative projects is concerned with the development of a new style of handwriting and with its trialling in a group of primary schools. A large survey conducted last year indicated that there is generally widespread dissatisfaction with present standards of handwriting and levels of legibility and that perhaps these result from the use of the Victorian cursive script. The proposed new style is based on scientific principles derived from careful observation of natural scribble movements of children. The indications are that it better enables writers to write fluently and legibly with a style that retains aesthetic appeal. Although the project has only one staff member, an intensive training program for teachers in trial schools (in association with the Melbourne College of Decoration) is in operation, a draft *Curriculum Guide in Handwriting* is being prepared, and planning for the trialling is in progress.

The K-12 Language Development Project is the only interdivisional team presently working on language curriculum development in Victoria. Set up in 1980 to develop language curriculum guidelines from Preparatory Year to Year 12, the team includes in its charter the transition stages of the school years, the problems of second-language learners, and so-called "special" children in the context of language learning within the regular school. The aim of the team is to translate research findings into workable classroom guidelines. Part of this process has included documenting successful language-teaching practices in schools. Documents outlining work in reading, writing, multiculturalism, transition, and oracy have been produced as interim statements on the way to final guidelines in those areas. The team also acts as the Victorian Task Force for the national Language Development Project under the auspices of the Curriculum Development Centre. At present, the Task Force is documenting the reading and writing

demands placed upon second-language learners in the transition from primary to post-primary school. Communication with practising teachers has been maintained by working in task force situations, having interim documents widely reviewed in teacher journals, and mounting a K-12 Language Display which is presently available for loan throughout the State.

Modern Languages

The Modern Languages Section is involved in developing such curriculum materials as curriculum units, activities booklets, and bulletins for teaching French, German, Indonesian, Italian, Modern Greek, and Spanish.

Curriculum services in languages other than English are offered as support to regional consultants, all Departmental divisions, tertiary institutions, and to interstate Education Departments, educational agencies, and the general public. There is also close cooperation and liaison with ethnic community educational groups and with the educational and cultural sections of foreign embassies and consulates.

The Section maintains a curriculum resources collection section for visiting teachers and provides advice and assistance with course and materials selection. In addition, statistics and current information on language teaching both on a State and national basis are maintained on file.

Some small-scale research is being conducted into the effect of vertical school structuring and school options on the teaching of languages.

Mathematics

The Mathematics Section is staffed by eight primary and seven post-primary teachers. The two key functions of staff are the production and implementation of curriculum materials, and the provision of consultancy support to the regions and districts not provided with such services at those local levels.

Among the more significant curriculum projects undertaken by the Section during 1980-81 was the production of a set of primary curriculum guides in metric measurement. These guides are now in schools and are being extensively used by teachers. At the post-primary level, two major projects are in progress: the first of these is the development of a set of guidelines in mathematics for Years 7 to 10; the second involves a school-based

Curriculum

approach to the development of problem-solving skills in mathematics. Units for this latter project are currently being trialled and should be available to schools in 1982.

Science and Rural Studies

This Section comprises three groups, namely, primary science, post-primary science, and rural studies.

The primary science team is currently involved in the implementation of the curriculum documents *Science in the Primary School*, Volumes 1 to 5. The implementation program involves in-service work with district inspectors, principals, and district contact teachers. This will be extended next year to classroom teachers.

The post-primary science group is working on six projects. The output of these projects is quite diverse, ranging from syllabuses for technical schools, through short units of work for junior science, to a curriculum-information document. Another project is looking into the needs of the science teacher with the aim of identifying future projects.

The rural studies group also works on a variety of projects. Among the materials being produced are a syllabus for sheep and wool studies, a resource list containing over 1000 entries, curriculum materials relevant to agriculture, and an evaluation of the project *Agriculture in Your School Curriculum*.

Physical Education

The policies announced by the Minister of Educational Services in January 1981 resulted in a major commitment for the Physical Education Section.

Tasks associated with promotion of the policies included the provision of curriculum and other resource materials and the planning of a dissemination phase to fully inform physical education advisers and consultants of their role in the implementation process.

The range of curriculum materials being produced in conjunction with the Publications and Information Branch, the Curriculum Services Unit—Music Section, and the Audio-Visual Resources Branch includes an information pamphlet, an implementation manual, a resource directory, a poster, an audio tape, and activity booklets.

All promotional materials feature an identifying logo "Physical Education, Victoria", and incorporate the theme "Physical Education, Do It Daily".

The traditional range of services offered has been restricted, and the development of Curriculum Council projects limited due to the Section's involvement in the implementation of the new physical education policies. However, the Section has continued to provide professional development opportunities for first-year primary physical education teachers, advisers and consultants; the Water Safety and Survival Program continues its commitment to in-service education; all curriculum publications available in the Resources Centre have been reprinted and replenished; and an increased number of films and videotapes have been reviewed and review information circulated to schools.

Associated with the increase in the number of indoor physical education facilities being constructed by the Department there has been an increased demand for consultancy support, provided. The facilities and equipment staff has been responsible for the selection and quality control of the equipment provided through the Education Department Stores Branch to schools under the new bulk purchasing arrangements.

An additional remedial physical education centre was opened in Geelong at the commencement of the 1981 school year.

In the area of project development, a Water Safety Multimedia Kit is in the final stages of production. The units of work project has focused on the areas of outdoor adventure activities and ball handling. Units of bushcraft activities and ball handling for Preparatory Year children have been developed, trialled, and evaluated and will be available for printing by the end of the year. The Teacher of Swimming Certificate Project is concerned with the provision of a lecture and resource kit for use by Departmental personnel organising and/or lecturing at Austswim Teacher of Swimming Certificate courses. A project team is currently involved in the production of overhead transparencies, slide materials, and a videotape by AVRB.

Outdoor Education

The principal role of the Outdoor Education Section is to promote the safety of staff and students engaged in outdoor education activities. This task is undertaken by investigating and advising on school excursion applications, the conduct of in-service education programs, and the provision of an advisory service to both teachers and the administration of the Department.

Curriculum

During 1980-81, in-service courses were conducted in snow safety, bushwalking, base camp administration, orienteering, canoeing, rock climbing, and ropes course construction. The Section was also able to meet numerous requests for assistance with school-based in-service programs on specific outdoor education topics.

The number of schools conducting outdoor education programs has continued to grow, and this is reflected in the sustained growth in the number of excursion applications investigated by the Section.

A major curriculum project undertaken by the Section has been the preparation of a new edition of *Safety in Adventure Activities* which should be published early in 1982. This guide will provide detailed advice to teachers on the conduct of a range of activities not covered by the earlier editions.

The camps operated by the Section at Bogong, Rubicon, and Somers have continued to be fully booked by schools throughout the academic year, and to be used extensively by outside organisations during weekends and school holidays.

Since January 1981, the services of the Section have been made available to independent schools following the appointment of a representative from the Association of Independent Schools of Victoria to the Section.

Social Science

The Social Science Section comprises groups involved in primary social studies, secondary social science, secondary geography, secondary history, and technical humanities.

The dissemination and implementation of the Society in View program has continued throughout this year. More than 8000 teachers in most primary school inspectorates have been involved in Society in View workshops. The primary social studies group trains and supports district-based social studies curriculum consultants who conduct six-day Society in View workshop in-service programs; the group also conducts some of these workshop programs with teachers.

The Secondary Social Science Project team has spent the last two years developing a social science curriculum framework for Years 7 to 12 in association with social science consultants and a large group of teachers.

This framework has been designed as integrated sets of guidelines from which schools construct their own Years 7 to 12 social science courses. This scheme is now moving into a trial and dissemination phase.

The research project investigation of How Children Form Social Ideas (P-12) has been hampered by staff turnover. However, steady progress is being made and findings will be translated into practical teaching strategies in the area of student concept development in classrooms.

Excellent ideas for course design, resource materials, and teaching strategies have continued to be provided through *Study of Society*, a popular resource journal for social science teachers.

The Secondary Geographical Education Project team operates on the principle of teacher involvement at all stages of the curriculum development process. Many teachers have indicated the need to evaluate inquiry teaching techniques used in their geography lessons. The team is providing support to teachers by monitoring and analysing their practices. Ongoing support has also been provided to school faculty groups involved in reviewing needs, and developing, improving, and implementing geography courses. Development of materials and resources for classroom use has continued to concentrate on the production of resources suited to inquiry teaching. In addition, an evaluation of the SGEP is being undertaken.

Increasing numbers of teachers have sought assistance in the evaluation, design, and implementation of new history programs. The Secondary Historical Education Project offers an alternative approach to history teaching, designed to make historical study more relevant to students' needs in a changing society. The project team has been involved in designing and conducting a series of ten-day in-service courses to support teachers who have expressed a need in this area. Follow-up school consultancy characterises this pattern of implementation. Thus, project team members work intensively throughout the State in designing units, selecting and developing appropriate resources, monitoring classroom behaviours, and evaluating units of work.

In the area of technical school humanities, the projects being undertaken are *Exchange*, *Humanities Information for Teachers*, *Case*

Curriculum

Studies of Classroom Practice— Learning in Humanities, and Classroom Practice on Video.

Commercial and Legal Studies

In this area of the curriculum, the production of integrated curriculum print and audio-visual materials — particularly television productions — has increased. These combined Curriculum Services Unit and Audio-Visual Resources Branch productions have profited from the involvement of government and professional bodies such as the Law Institute, the Division of Correctional Services, the Equal Opportunities Board, and the Office of the Ombudsman.

For legal studies, productions include the "Case for Trial" series (*The Driver, The Bandit*) and the "Doing Time" series on Pentridge, Jaka Jaka, Fairlea, Ararat, Beechworth, Dhurrigile, and Morwell River. For each of these thirty-minute videotapes, study guides which present objectives and related teaching strategies have been prepared, together with a variety of print, tabular, photographic, and illustrative source material.

Print and video curriculum materials are also available in consumer education. Topics include "Decisions, Decisions" which emphasises the factors involved in career choice; "Think a Bit" and "Overseas Travel", which aim at motivating students to think seriously about leisure activities and their consequences; and "The Small Claims Tribunal" which shows the operations of that body.

The same pattern of integrated print and video curriculum materials exists in such other commercial and legal studies areas as economics, accounting, and in secretarial studies where, for example, the materials attempt to assist teachers to improve student awareness of and facility with computer technology in the modern office.

The quantity of orders for videotape dubbing and for printed material attests that teachers accept and value this integrated approach to curriculum material production.

Teaching and Learning

The Teaching and Learning Section provides a focus on the context in which learning takes place and addresses the question of how learning takes place.

Work being done in the School Organisation area includes research and documentation of how parents and teachers can be jointly

involved in making decisions on curriculum. This project has some innovative features: a parent is employed in the team of three and the Victorian Federation of State Schools Parents Clubs was a joint initiator of the project proposal.

Research and documentation of how teachers can improve the quality of their children's learning by systemic appraisal of what is happening in the classroom is also being carried out.

The two members of the Curriculum Advisory Team are using a school-community network approach in secondary-technical schools to look at the whole school community; and its structures, organisation, decision-making and communication processes as the context of learning and school-based curriculum development. The team is particularly concerned with the nature of curriculum support that enhances school-based curriculum development. Another task being undertaken by the staff of the School Organisation area is an evaluation of the *Primary School Curriculum: A Manual for Victorian Schools*.

The Learning Processes area's principal task has been to analyse children's spelling with a view to providing teachers with information about how children learn to spell. Two outcomes of this study are that spelling is seen as a cognitive rather than a perceptual process and that it is inappropriate to emphasise only the phonic aspects of words at the expense of their graphic and semantic features.

The Early Childhood area is developing a total curriculum for Preparatory Year to Year 2. The organising principle for this work is that cognitive processes underlie learning irrespective of subject areas.

Research

One of the main functions of the Curriculum Services Unit is the conduct of educational research activities and projects. Within each section of the Unit, staff carry out research related to their own special curriculum expertise and the curriculum development work being undertaken within the section.

The newly formed Research Section of the CSU has been involved in several important areas:

- Studies in Student Improvement is a project designed to improve student literacy and numeracy across the curriculum.

Curriculum

Several schools expressed a willingness to participate in the project: one high school and two primary schools were selected. These schools are to be the subjects of case studies in which improvement is achieved through the active involvement of the school staff. The literacy and numeracy performances of students will also be compared to that of students in the same schools at the same levels the previous year. Work has begun on those improvement strategies believed by the school staff and the project team to be practicable and likely to succeed. To facilitate school improvement work, a major review of research on student assessment, and a number of other discussion papers are being prepared.

- Arts in Education. The project examines the use of community resources and the roles of community professionals in the domains of education, recreation, and the Arts. The project is being conducted in cooperation with the Ministry for the Arts.
- Support for research activities related to approved projects is by the provision of expert advice, and whenever possible, direct assistance.
- Maintenance of an overview on developments in the use of computers in education and the effects of new technology on curriculum.

The Research Section provides expert advice and, whenever possible, direct assistance for research activities being undertaken in other sections of the CSU as part of its approved projects. Support is also given to the research projects conducted at the Australian Council for Educational Research.

Technology

Some twenty-seven projects are being undertaken by the staff of the Technology Section during 1980-81. Each staff member is an experienced teacher and has expertise in one or more of the following specialist graphics or workshop practices subjects: graphic communication, sheetmetal, automotive practices, building graphics, woodworking, engineering workshop practices, electrical and electronic practices, and engineering graphics.

While technology projects are subject related, they can be classified under one of four descriptive headings, each of which provides an indication of the planned end use or outcomes for the materials produced. These headings are curriculum guidelines, teacher-

resource materials, program planning and class organisation, and surveys and reports.

During 1980-81, curriculum guidelines projects were being conducted in the subjects of woodworking, electrical and electronic practices, and engineering graphics. One or more teacher-resource projects were conducted in most of the technology subjects. In one such project, an updating of the current Year 10-11 engineering graphics textbook commenced. Projects in sheetmetal, building graphics, and alternative Year 11 course planning comprise the program planning and class organisation projects, while surveys and reports were prepared in graphic communications, the broad areas of technology education, and in aspects of safety in several workshop practices subjects.

TAFE Services

In accordance with a staffing structure approved by the Teachers Tribunal towards the end of 1980, twenty-two professional officers with a wide range of experiences gained at all levels of education have been appointed to the TAFE Services Unit.

Projects undertaken by the Unit increased by about 15 per cent on the previous year and should further increase next year. New methods of carrying out tasks are being developed, aimed at increasing the involvement and skills of teachers, and at completing work to a satisfactory level in a reasonable time.

The Unit is very conscious of the need to respond quickly, and to concern itself with issues that may affect technical education. To this end, it is developing the capacity to probe the future while still increasing its involvement with day-to-day exercises.

News related to curriculum development in the technical and further education area is distributed through the Unit's publication *TAFE View*. This newsletter gives concise accounts of curriculum projects, research reports or reviews, and seeks to inform as well as to demonstrate the variety and high quality of curriculum initiatives in this State.

Community Education Unit

To encourage the development of strong links between schools and their communities, the Education Department has appointed community education officers to school networks throughout Victoria. These officers

Curriculum

encourage communication between the school and the home and the participation of parents in decision making and curriculum activities within the school; stimulate greater community use of school facilities; assess the needs of the community for non-formal recurrent education; and initiate and coordinate programs designed to meet those needs.

In June 1981, approval was given for the appointment of a further eight community education officers, bringing the total number to sixty, of whom fifty-four are employed by school councils and six are seconded from teaching positions.

The development of overall policy is the responsibility of the Ministerial Community Education Committee, while the community education component of the Community Education Unit of Planning Services Division offers a planning and consultancy service to the Office of the Director-General, to the divisions, and to school and community groups.

Community Education Policies and Guidelines for School-based Programs, which was published during 1979, is currently being updated. It provides an extensive guide, in relation to community use of school facilities, to sources of financial assistance, compensation, taxation, public liability, security and safety, property damage, theft and vandalism, and the employment of various categories of personnel. A *Community Education Newsletter* is distributed each month to some 4500 schools, individuals, and organisations.

Use by schools and community groups of the five films, *Towards Community Education*, *Getting into the Act*, *Building Synergy*, *The Catalysts*, and *The Organ Factory*, has been extensive. There has been a substantial increase in the number of documents, tapes, films and videotapes on community education available in the Community Education Resources Centre in Nauru House.

The Community Education Unit organised the sixth annual Lorne Conference in March 1981. The theme for the three-day seminar and workshop program was "Bridging School and Community". The reports of the Conference will soon be available in book form.

The Unit is currently working on a State-wide strategy for the appointment of community

workers, a project being carried out by the Community Education Committee under the auspices of the Minister of Educational Services.

School Councils Unit

The School Councils Unit continues to provide an identifiable point of referral, information, and advice for principals, school council members, and Department officers, particularly in relation to aspects of the operation of primary, high, and special schools.

The Unit maintains School Council Constituting Orders; administers the review stage of council development, and handles submissions on council structures for new schools, as well as it monitors council membership details. Staff are involved in various local and regional school council workshops. Executive support is provided for the School Councils Consultative Group which is a policy and planning forum involving the representatives of parent, school council, principal, and teacher organisations.

Assistance has been given recently to the task force concerned with White Paper implementation.

The distribution of a newsletter, titled *School Councils*, to each school council member emphasises the need for school council members to have access to information relevant to council responsibilities.

Curriculum Planning Unit

The Curriculum Planning Unit has, during the past year, continued with its involvement in the Ministerial Review of Education. This has included acting as the Secretariat to the Consultative Committee and the Organisations Reference Group; analysing public submissions; conducting a survey of public expectations of education, and subsequently completing for publication the *Study of Community Expectations of State Education, 1980*.

The Unit participated in a number of interdisciplinary projects which have culminated in reports about such diverse areas as the changing patterns of school enrolments, industrial relations, traffic education, and community education. In addition, the Unit has provided a service to schools by making available summaries of recent important

Curriculum

Commonwealth and State reports on education.

Currently, the Unit is involved in the preparation of two additional research proposals — one of which looks at a more broadly based study of community attitudes to education, and the other on how adolescent behaviour may be changed within the context of specific programs.

As an outcome of involvement in the inter-departmental inquiry on the drug problem in Victoria, the Unit has representation on the Subcommittee on Drug Statistics which is looking at ways by which the collection and collation of information in this field can be standardised.

State Schools Nursery

During 1980 the number of schools affiliated with the Nursery reached 1548.

The Nursery provided schools with trees, shrubs, indoor plants, bulbs, and corms at moderate cost, and the Landscape Advisory Service visited 320 schools to assist with the planning, development, and beautification of schoolgrounds.

Students from Montague Continuing Education Centre, Ashwood Special School, Victorian School for the Deaf, Royal Victorian School for the Blind, Berengarra, Mitcham Special School, and Moorabbin Special School benefited from interaction with Nursery staff during work experience programs. One totally deaf-blind boy attended one day per week for a whole school term. Several students from high and technical schools were included in the work experience programs because of their particular interest in horticulture. Many teachers at special schools have commented that the Nursery provides a protected learning situation where their students can gain many valuable social and work skills.

The Nursery also conducted courses at special schools and residential institutions for disabled children during school hours and in the evenings, with the objective of stimulating, through horticulture, an interest which is educational, therapeutic, recreational, and possibly vocational. During Term 3 the program was conducted at the Blackburn Counselling, Guidance, and Clinical Services Centre where work experience students worked on the grounds, learning to use

gardening equipment and to prepare and plant garden beds. These gardening skills are very important for the disabled in future leisure time activities.

The teaching staff of the Nursery school continued to conduct students on a comprehensive tour of the Nursery complex. Some 8200 students from primary, secondary, technical, and special schools participated. A number of tree-planting days were organised in country and metropolitan schools.

Meetings of the Teachers of Secondary Horticulture Committee were organised for one day each term, to discuss and plan the development of horticultural programs in secondary schools. During the year the working group published fourteen comprehensive units of horticultural activities for secondary students and associated teacher guides. A three-day horticultural in-service program for fifty teachers of horticulture in post-primary schools was conducted at the Nursery.

Four evening in-service courses of two hours per week for sixteen weeks were held at the Nursery, catering for over 200 teachers. Programs of one or two days duration were made available to teachers at metropolitan teachers centres. Other programs were presented for teachers at Seymour, Nagambie, Tooradin, Leongatha, Yarram, Warrnambool, and Ballarat.

Mr Kevin Heinze, Gardening Consultant to the Education Department, continued to work closely with members of the Nursery staff on in-service programs for teachers, tree-planting days for children, and advising on the development of schoolgrounds.

Gould League

During the past year the Gould League has continued its production and distribution of conservation education materials, as well as providing consultancy and in-service programs for teachers. In addition, the League is receiving an increasing number of inquiries from interstate and overseas, especially the South Pacific area, and is continuing its consultancy role to Victorian Government and nongovernment organisations.

Gould League publications emphasise the need for the conservation of endangered species, and have included a chart titled "Vanishing Mammals" and a *Junior Survival Kit on*

Curriculum

Whales. A comprehensive guide to all endangered species is at the planning stage. A chart on "Common Insects" has been an outstanding success. Further productions to complement the range of material on coastal habitats have been completed and include two stickers and a *Junior Survival* booklet. A very successful publication completed during the year is the *Urban Discovery Book*, the first edition of which sold out in a few weeks.

The demand from schools for in-service education has continued at a high level. In answer to requests for material on infant activities, the League has produced a *Survival Booklet* on environmental activities for infants. Some difficulty has been experienced in servicing all the demands for in-service assistance due to budgetary constraints. However, in many areas, this has been offset by the excellent work of Gould League district organisers.

The total number of affiliations has reached 2500. The work of Gould League organisers in promoting school affiliations has again proved very effective: 58 per cent of all Victorian primary schools being affiliated in 1980.

Correspondence School

The total enrolment of the Correspondence School on 1 June 1981 was 4170, consisting of 3400 secondary students and 770 primary students (including disadvantaged adults) of whom seventy-six were physically disabled. Course writing and correction of student scripts, and liaison/visiting teacher services were provided by forty-four teachers on the staff of the primary section and by 105 teachers on the staff of the secondary section.

Primary School Section

Enrolments consist of those students living beyond the statutory distance from school (in Victoria and the Riverina), children of itinerant families, travellers in Australia and overseas, and Victorians resident for specified periods in other countries. A disadvantaged adults' program continues to provide assistance in English and mathematics.

Individual tuition is available at all levels and in most curriculum areas. Multi-level programs are developed in specific circumstances. New curricula being developed include the areas of creative movement and music. Subject to the constraints of copyright, cassette tapes and audio packs are being used in language development and art/craft programs.

The use of individual cassette tapes and *Contact* (the school magazine printed three times a year), help to keep the pupils and parents in touch with the School. Home visits or one-day seminars for Victorian/Riverina pupils significantly assist correspondence tuition by helping to establish personal relationships between children and between each child and his or her teacher. The seminar program has been extended to include the Gippsland Region.

Secondary School Section

Correspondence tuition in a number of subjects is available from Year 7 to Year 12 to students who cannot attend regular schools, teachers employed by the Education Department, members of the armed forces, inmates of institutions and prisons, and adults. Tuition is also provided for students unable to study the subjects of their choice in schools because of staff deficiencies and timetabling difficulties.

Written courses are the main instructional medium, but these are supported by cassettes, slides, and other visual material. Three teachers (two full-time and one part-time) visit remote and disabled students at home, in hospitals, and in institutions. One-day subject seminars are regularly held, particularly at Year 12 level.

Currently, a careers education program is being developed at Year 10 level for students other than those attending a school and, in association with this, a work experience program is operating.

Saturday School of Modern Languages

The demand for the services provided by this language school is demonstrated by its continued growth. In 1974 the school operated through four high schools only, had 2167 students, 107 instructors, and offered fifteen languages. In 1981 classes operate in twelve high schools, enrolment is in excess of 6200 students, the school employs 273 instructors, and offers twenty-five languages. The most recent addition to the list of centres is Thomastown High School, which opened at the beginning of this year offering Modern Greek and Italian.

The following languages are offered by the school: Arabic, Chinese, Croatian, Czech, Dutch, Estonian, French, German, Indonesian, Italian, Japanese, Latvian, Lithuanian,

Curriculum

Macedonian, Maltese, Modern Greek, Polish, Russian, Serbian, Slovak, Slovenian, Spanish, Turkish, Ukrainian, and Vietnamese.

While enrolment in most languages is still growing, the number of students enrolling in Italian over the past few years has been on the decline. This is a welcome sign because it is an indication that the language is now available more readily to the students as part of their regular school curriculum.

The Saturday School of Modern Languages is a unique language institution, whose success is due largely to its very flexible organisational structure, supported by supervisors, language coordinators, and instructors who are deeply committed to the maintenance of ethnic community languages and cultures.

Nondepartmental Services

The Curriculum Development Centre

The Curriculum Development Centre in Canberra, working in cooperation with education systems and institutions in the States, contributes to the curriculum services and materials available to Australian schools.

Many Victorian schools are using curriculum materials developed by CDC, while others are involved in the development and trialling of materials.

Several Education Department curriculum officers and administrators are also involved in CDC activities, contributing to national conferences, and working on cooperative projects with CDC officers.

To coordinate and facilitate cooperation between Departmental teachers and the CDC, a liaison officer has been appointed by the Department. An intersystemic CDC State Coordinating Committee has also been established as a subcommittee of the Liaison Committee.

The Centre's program has three main components: field services; studies and inquiries; and development areas.

- Field services consist of the establishment of an Australia-wide network of personnel involved in the development and dissemination of curriculum ideas, processes, and materials, and the collection of information on curriculum.

- Studies and inquiries provide information on curriculum programs in Australian schools and allow student- and teacher-resource needs to be determined.
- In the development areas, a wide range of curriculum resource materials is designed, trialled, and published. The emphasis of CDC project development is currently upon school-based curriculum development, core curriculum, and needs and priorities in relation to major national initiatives, such as multiculturalism and the educational requirements of work and leisure.

Major curriculum items which have been published by CDC this year include the booklet *Core Curriculum for Australian Schools*, the *Investigating the National Estate* kit, and a kit titled *Electing Australia's Federal Parliament*. The core curriculum booklet, a copy of which was sent to every school in Australia, has influenced the thinking of many schools and school councils about their policies and programs, and the responses of many education groups to the Ministers' Green and White Papers.

Another important emphasis of the Centre this year has been on the dissemination of information about CDC projects and materials through an extensive mailing of information leaflets to schools and through a program of display and discussion visits to many centres in several States, including Victoria.

There is now considerable uncertainty about the future of the Centre following a statement in the House of Representatives on 1 May 1981 from the Review of Commonwealth Functions Committee.

The Australian Council for Educational Research

The Australian Council for Educational Research (ACER) undertakes research and development activities in education with some financial support from Commonwealth and State Governments. Several Departmental officers have been deployed to work on specific projects of particular relevance to educational practice in Victoria. Others contribute through membership of advisory committees.

Three Departmental officers have been working with ACER staff on test research and development in mathematics at primary and junior-secondary levels and chemistry at the upper-secondary level. Another officer has been involved in the evaluation of science achievement at secondary level.

Curriculum

Another team of four Departmental officers has been working in the area of oral language, writing, and social studies with the assistance and guidance of ACER staff. An important aim of this project is to develop, within each area, a range and variety of evaluation material so that teachers can select materials which are appropriate to their particular classroom needs.

A survey of approaches to evaluation in social studies has been undertaken, key areas identified, and a critical review of existing approaches completed. More detailed investigation into inquiry skills has commenced with a survey of teacher opinions and attitudes on evaluation.

Many exercises have been constructed and piloted for oral language evaluation and are now ready for more extensive field testing in primary and secondary schools. In addition, an extensive review and analysis of educational programs produced by the ABC over the past thirteen years has been completed with a view to providing teachers with information about curriculum materials which may be used in following up the results of assessments and evaluations.

Student attitudes to writing, narrative writing, and socially useful skills are being studied as part of the evaluation of children's writing. Several instruments have been considered for evaluating student attitudes to writing and a writing-attitude scale is being devised. Two guides for the evaluation of written language are being developed. For narrative writing, preliminary guidelines accompanying a narrative-writing scale are being validated.

For socially useful skills, a range of tasks is being constructed together with appropriate assessment criteria which vary according to the type of exercise.

Other investigations being carried out by the ACER include the Australian Studies of Student Performance (the literacy-numeracy survey), transition from school to work, and the evaluation of the CDC language-development program.

The ACER continues to revise and maintain existing tests, and to develop new tests and educational materials for use by teachers and guidance officers.

The Victorian Institute of Secondary Education

The Victorian Institute of Secondary Education (VISE) is an independent statutory authority responsible for the accreditation and conduct of student assessments, and for ensuring that students, teachers, and parents have access to information and guidance services in respect of the transition from secondary school to work or further study.

In 1981, at HSC level, VISE implemented a system of Group 1 subjects with an externally assessed core component and internally assessed options, and Group 2 school-designed subjects which, subject to accreditation by the Institute, are totally school assessed. Under the Group 2 scheme, twenty-two individual subjects and five study structures were approved for 1981. The individual subjects, involving some 700 students in sixty-two Government and nongovernment schools, include advanced typing, Arabic, business mathematics, classical ballet, communication, creative arts, drama, Maltese, introductory accounting, media studies, mathematics at work, psychology, and Slovenian. The largest approved study structure is the Schools Year 12 and Tertiary Entrance Certificate Course involving some 400 students and fifteen schools.

The Advisory Services and Guidance Branch has been actively involved in curriculum development in schools with particular emphasis on transition education and innovative forms of work experience. In-service programs have been directed towards providing teachers and parents with information about the nature of society facing school leavers, an analysis of students' needs, and descriptions of innovative approaches taken elsewhere. There are four main strands of in-service programs: regionally based seminars directed towards parents and the general community on a one-day or an evening basis; regionally based half-day or evening seminars for teachers and for parents focusing upon programs that may receive funding under the Commonwealth Transition from School-to-work Program, administered in Victoria by the Transition Education Advisory Committee (TEAC); school-based curriculum days on the implications for the curriculum of the transition process; and school-based consultations of an ongoing nature with individual schools.

Curriculum

The information available to students and teachers in country areas of the State has been significantly improved through the establishment of the Mobile Advisory Unit of Resources in Career Education (MAURICE). In conjunction with the Royal Melbourne Institute of Technology, the Advisory Services and Guidance Branch conducted a special centre in Melbourne, during the January vacation, providing students with careers and course information. Special centres were also conducted in country areas of Victoria at the Ballarat Regional Office of Education, the Gippsland Institute of Advanced Education, and the Geelong Careers Reference Centre.

The first stage of a longitudinal study of Victorian secondary school students has been completed by the Research Section of VISE. The study is an attempt to identify and unravel the factors which determine the vocational and educational plans and aspirations of students and the relationship between plans and actual outcomes. One of the findings suggests that students often have unrealistically high ambitions. A second finding confirms the influence of sex-role stereotyping on career choice: three-quarters of the boys aspire to professional or skilled jobs while three-quarters of the girls aspire to professional (mainly teaching or nursing), service, or clerical occupations. The major influence on student intentions to stay at or leave school are parental attitudes, their own attitude towards school, and their occupational aspiration.

The VISE Library and Information Service, established in October 1979, provides specialised information to VISE staff and committee members. During the year under review the library has also assisted school librarians faced with problems associated with the changes to Year 12 assessment procedures. The VISE library contains books, pamphlets, and reports on curriculum development, accreditation, assessment, school-to-work transition, career education, and other issues directly relevant to the work of the Institute. The Resources Advisory Centre is a joint project of the library and the Advisory Services and Guidance Branch. Its collection consists of written and audio-visual materials selected to give teachers practical assistance in the development of transition and career-education programs. Part of the collection is held on the mobile unit MAURICE.

Seconded Teachers in Nonschool Situations

The Education Department continues to second approximately 110 teachers to a wide range of institutions such as museums, art galleries, zoos, and historical parks, as well as subject associations.

The objectives of these institutions relate to preserving, researching, and exhibiting various aspects of our culture. They not only offer unique opportunities for schools to extend their curricula through stimulating and enjoyable direct educational experiences, but also assist in developing and implementing curricula in various disciplines. A liaison officer attached to the Special Services Division maintains a communications network with all groups.

New initiatives undertaken by the Education Department include the placement of education officers at the Royal Botanic Gardens and National Herbarium, CSIRO Division of Mechanical Engineering, the Geelong Performing Arts Centre, the Geelong Bike Plan, Flagstaff Hill and Warrnambool Art Gallery, Ballarat Career Advisory Centre, Ballarat Art Gallery, Ballarat Traffic Safety School, and Odyssey House.

Education officers at the Road Safety and Traffic Authority have been researching and developing curriculum materials on road safety and traffic awareness.

The Science Museum education staff, as their contribution to the International Year of Disabled Persons, mounted a highly successful exhibition titled "Touch and See", displaying the use of technology in assisting the disabled person. Hundreds of school groups and the general community were given demonstrations and explanations on the use of this equipment.

Children visiting such centres as Flagstaff Hill, the Bendigo Trust, the Swan Hill Pioneer Settlement, and the Sovereign Hill Goldmining Township are provided with numerous opportunities to experience many aspects of our national heritage.

The Zoo Education Service and its sister organisation, the Sir Colin MacKenzie Fauna Park, continue to offer unique environmental experiences which cannot be duplicated in the school setting. Similarly, teachers are receiving assistance in program planning and access to the vast resources of the Ministry for Conservation via its seconded teacher.

Curriculum

The Arts, in both rural and urban settings, are made more accessible to school groups through the activities of teachers placed at the National Gallery, selected regional galleries, the Victorian State Artist's Studio, the Victorian Arts Council, the Meat Market Crafts Centre, the Melbourne Youth Music Council, and the Geelong Performing Arts Centre.

The National Museum, with its large and important collections, becomes accessible and meaningful to visiting school groups through activities carefully planned and executed by the group of education officers.

Other institutions to which Departmental teachers are seconded include the Australian Broadcasting Commission, the Department of Agriculture (Glenormiston Agricultural College), the Soil Conservation Authority, the State Rivers and Water Supply Commission, the Australian Conservation Foundation, the Australian Council for Educational Research, the Industrial Design Council of Australia, the Law Institute of Victoria, and the Social Biology Resources Centre.

In addition, several major subject associations have the services of seconded teachers as their executive officers. The associations are major providers of in-service education activities and are actively involved in the development of curriculum resources.

Subject Associations

Victoria has many associations formed by subject teachers. The Education Department supports the curriculum development and curriculum support services of ten of these associations through secondment of executive officers.

Subject associations, particularly in the post-primary education area, organise a comprehensive range of in-service education activities, actively encourage communication between teachers and the school community, and provide a network for dissemination of curriculum information through broadsheets, journals, seminars, and displays. Many conduct camps, field trips, and competitions for students.

The Geography Teachers Association of Victoria (GTAV) through the Secondary Geographical Education Project works in close cooperation with the Curriculum Services Unit. They are jointly involved in the ongoing production of units of work for senior secondary geography students. Some more recent titles which are supported by audio-visual materials include: "Can We Afford Wilderness Areas?", "Should the Dandenongs Be Conserved?", and "How the West Was Won". The GTAV recently conducted a successful student competition entitled "A Geographic View of . . ." which attracted 900 entries from forty-two schools.

One of the smaller associations is the Victorian Association of Drama in Education. It produces publications for both primary and secondary members under the title of *Mask*, providing a forum for both practical and scholarly exchange.

Curriculum

Professional Development of Teachers: In-service Education

In-service education of teachers in areas concerned with the implementation of developments in school curricula constitute a significant proportion of the professional development programs for teachers offered by the Education Department.

The major source of recurrent funds for such activities is provided by the Commonwealth under the Schools Commission Professional Development Program. These funds are expended in accordance with determinations made by the Victorian In-service Education Committee which comprises persons, who are appointed by the Minister, from State, Catholic, and independent schools.

This Committee is responsible for a State-wide program for in-service education: it also makes available allocations of funds to each of the eleven regions for the purpose of funding activities approved by the regional in-service education committees.

Most regional committees allocate between 20 per cent and 30 per cent of their budgets for support for school-based consultancy, a service which is provided by selected teachers able to provide advice and professional guidance within their particular subject areas for other teachers in the district or region. Regional committees allocate up to approximately 10 per cent of their funds to support local teachers centres, which have been established throughout all regions.

Special Programs

Supplementary Grants Program

The Supplementary Grants Program (SGP) is responsible for the administration of Commonwealth Schools Commission funds to disadvantaged Departmental schools in Victoria. Schools are declared disadvantaged on the basis of a survey of the comparative socioeconomic background of their students.

Parents and teachers in disadvantaged schools together prepare proposals for educational programs appropriate to the needs of the students. In post-primary schools, senior students also participate in this process. The proposal committees are assisted by consultants, some of whom are Departmental teachers seconded to the SGP, some are parent or community members, and others are Departmental education officers based at regional offices.

No disadvantaged school automatically receives money. Decisions concerning which proposals will receive funding are made by local area committees. There are twenty-five area committees in Victoria, made up of administrators, teachers, parents, and community representatives.

The types of programs funded include new approaches to literacy and numeracy, camps, excursions, community-school cooperation, student welfare and health, multicultural education, and leisure activities. Some 550 ancillary staff were employed to support these programs in disadvantaged schools in 1981.

The annual budget for SGP in 1981 is \$7.76m. There are 306 disadvantaged schools (primary, secondary, and technical) in which 117 000 students are enrolled.

Curriculum

Country Education Project

During the past twelve months, the Country Education Project has concentrated on consolidating gains made in existing programs, strengthening sharing and cooperation between schools and communities in the project areas, and piloting new initiatives which have a State-wide significance.

In the curriculum area, the thrust has been in music and art/craft programs, where 19 per cent of the annual budget was allocated. In addition, programs in remedial education, sport/recreation, technical and lifelong education, and ethnic education are being conducted.

The new initiatives with a State-wide significance have been work experience and HSC television programs. In work experience, cooperation has been gained between country and city Rotary Clubs to sponsor students and find suitable city work experience for country students. The HSC television programs were a response to an expressed need by country students to be exposed to a wider range of opinions in their areas of study. To meet this need, the project filmed discussion programs in English and English literature. These were televised to secondary schools through the television station BTV 6 in Ballarat. Because of the success of this project, it is anticipated it will be expanded next year.

The emphasis in these two initiatives to utilise existing resources, rather than duplicate, has always been a central feature of the Country Education Project. The Project has also emphasised local involvement, and to make this ideal a reality, this year greater control over the funding and implementation of programs has been given to the project area committees.

The Choice and Diversity Project

The purpose of the Choice and Diversity Project is to investigate choice as a factor in improving State-provided education.

During 1981 the project continued under the direction of a steering committee which was representative of teacher, principal, Department, and parent interests. This year, the steering committee has concentrated its work in three areas: monitoring action-research in the pilot project schools; the creation of a conceptual framework for evaluation of the project, in association with the schools; and promotion.

- Investigation through pilot project schools

The steering committee in 1981 has been concerned to study the processes and structures which enable schools to incorporate pressures and expectations for change from their client community. The project is working with the following schools: BRUSEC, the Brunswick Secondary Education Council of the post-primary schools in Brunswick, to investigate choice at transition, shared programs between schools, the processes for investigating and responding to parents' major aspirations through changing the schools' offerings, and the language program and provision for school leavers; Sunshine High School — to investigate within-school alternatives for students; the Hawthorn group of schools (post-primary schools in Hawthorn, Kew, and Camberwell) — to investigate the impact of increased parent and student choice upon the provision of schooling; Doveton High School — to investigate student negotiation of mini-school curriculum; Bendigo post-primary schools — to study the impact of structural reorganisation to provide choice at senior high school level; Mt Clear Technical High School — to investigate the internal development of distinctive mini-school philosophies and policies, its interpretation to parents and students through prospectuses, and the appropriateness of the consequent choice; the Mid-west complex — to study cooperation and formal cluster structures in a group of small rural secondary schools; Warrnambool Technical School — to examine cooperation between Warrnambool secondary schools towards a "cross-city curriculum"; the Kerang group of primary schools — to extend diversity of student experiences for rural schools; and the Moorabbin Inspectorate primary schools, — to look at the impact of limited de-zoning.

Curriculum

In addition to the above there are more than twenty schools or groups of schools, together with regions, which have been used to compare and contrast salient issues as they arise.

- The conceptual framework for evaluation
In the steering committee's view, choice can be interpreted in a variety of ways: as selection between proffered alternatives; as consultation in which the final decision rests with one party; and as negotiation in which all parties to the decision have to agree to act. Few schools offer more than selection and, while continuing to collect data about this facet of choice, the committee's focus has been upon consultation and negotiation, both of which it sees as being more pertinent to opportunities for improved learning experiences.

Choice in all its forms can take place between schools, amongst schools (through cooperative ventures to provide learning opportunities that individual schools could not provide), within schools, and within classrooms. Choice in all its forms can be applied to subjects or courses, to learning/teaching styles, and to school or nonschool organisation of learning opportunities. All these facets are being investigated.

- Promotion
The committee has met with the Minister and Director-General and made submissions to the White Paper deliberations and the Implementation Task Force. It is considering further the Australian Education Council report on declining enrolments.

A series of articles has been published in a range of journals and several in-service meetings have been held. *Choice in Action*, a booklet of case studies from the pilot project schools, is now available.

The Project also consults with other related programs to broaden its information base. These include the Parents-in-curriculum Project, the Disadvantaged Schools Program, the Transition Education Project, and the Country Education Project.

Equal Opportunity

The Equal Opportunity Unit now has four staff working in the area of in-service education for teachers and the community, and providing advice and resources in the development of nonsexist curriculum to schools throughout Victoria. The Resource Centre for Equal Opportunity continues to operate from the Northern Metropolitan Regional Office. The Resource Centre, in conjunction with the Transition/Girls Program, produced the *Girls Own* resource guide. The Equal Opportunity Unit, in conjunction with the Audio-Visual Resources Branch Television Unit, produced six videotapes, titled *Working Women*, which contain career information for schools.

The Ministerial Equal Opportunity Advisory Committee has received a Transition Education Advisory Committee grant of \$70 000 to establish the Maths/Girls Transition Team. This team, which is attached to the Equal Opportunity Unit, conducts action research and provides such resources as the *Women in Maths and Science Kit* for Schools.

Some of the other programs in this area are the Careers Options for Girls Project which operates in the Gippsland Region, the Girls Apprenticeship Program which works from Box Hill Technical College, and the BRUSEC Equal Opportunity Program which is based at Brunswick East Technical School.

Curriculum

Computers in Schools

More than half of the State's secondary schools have now purchased their own computer facilities or entered into time-sharing arrangements with units operated by larger educational institutions. The decreasing cost of microcomputers, and the recognition of the importance of the need for all students to obtain a general awareness of the applications, limitations, and social consequences of the use of computer systems in society has provided the basis for this initiative.

The Education Department, through its committee structures, is attempting to provide the much needed support for this development. All three teaching divisions have established curriculum and advisory committees with the aim of developing policy and providing advice to schools. The Secondary Computer Education Committee (SCEC) has conducted a number of in-service programs, the highlight of which was the Computers and Society conference which attracted more than 200 teachers. In addition, the SCEC has produced a set of curriculum guidelines for computer education and established an Educational Computing Software Library at the Ardoch Computer Centre. Technical Schools Division has also produced course outlines, mounted in-service programs, and provided a dollar-for-dollar subsidy on the purchase of approved equipment in secondary-technical schools.

Another aspect of the Secondary Schools Division initiative has been the provision of a consultancy service to schools; the seven school-based consultants appointed during 1981 facilitate the dissemination of information to schools and provide in-service education for teachers in their respective regions. It is hoped that the consultants will act as a catalyst for the introduction of computer appreciation programs in schools. Tendering advice on software and hardware is yet another of their roles.

The Primary Division's committee produces a regular newsletter, *Bits and Bytes*, to familiarise teachers with new concepts in computer education, and conducts in-service training for teacher groups.

In the TAFE area there have been three major developments in the application of computers to education:

- Technical Schools Division is cooperating with the Footscray Institute of Technology to establish the Western Education Resource for Computing. The facility will serve Footscray and Newport Technical Colleges and Sunshine Technical School as well as the Institute.
- A computer-assisted learning system, PLATO (Programmed Logic for Automated Teaching Operation), is being trialled at the Caulfield Institute of Technology and Preston Technical College. Experimental and control groups comprising TAFE and secondary-technical students are being used to evaluate the system for application in these sectors of education.
- A computer-managed learning project developed by the Southern Alberta Institute of Technology in Canada is being introduced into Victorian schools. The package has the potential to relieve instructors and teachers of a great deal of routine work by automated record-keeping. At the same time it enables students to work at their own pace and to take greater responsibility for their own work.

Curriculum

Transition Education Programs

School-to-work Transition Program

The program, which began early in 1980, experienced a number of difficulties requiring discussions between the State and Commonwealth throughout 1980. These difficulties included: differing interpretations of guidelines at regional, State, and Federal levels; the Commonwealth's role in individual-program approval; the arrangements needed to obtain money from Canberra for approved projects in Victorian schools with a minimum of delay; cynicism within schools and their communities as to the rationale for the program; and lack of clarity as to the future involvement of the States in the program given that the Commonwealth's intention was that the States would increasingly fund the program.

Many elements of the 1980 program were revised for 1981 to improve its organisation: decisions about individual projects are now made at the State committee level; funding to support programs is available to the State on a quarterly basis; new guidelines were developed; and the State committee was restructured to consist of representatives from the Education Department, VISE, regional directors of education, the Ministry of Employment and Training, the Commonwealth Department of Education, and the Department of Employment and Youth Affairs.

The 1981 grant to Victoria of \$6.7m was allocated as follows:

State, Regional, and Schools Programs	
Program administration	\$0.2m
State level programs	\$1.4m
Regional program	\$1.8m
Subtotal	\$3.4m
TAFE Programs	
EPUY programs	\$1.22m
Administration	\$0.08m
Pre-vocational programs	\$1.3m
Further TAFE projects	\$0.7m
Subtotal	\$3.3m
Total	\$6.7m

A Secretariat was established to administer the program at State level and to also look to ways whereby the coordination of all "transition" activities, such as work experience, careers education, and aspects of youth policies relating to education, could be arranged in Victorian schools, under the supervision of the Transition Education Advisory Committee (TEAC).

Regional transition education officers were appointed to service regional TEACs and to help schools develop submissions for funding. A small number of field officers were appointed at the State level to assist proposers of school, regional, and State-wide projects with project development.

In the schools section, the main thrusts of the program have involved a work experience hostel for country students; innovative work education curriculum projects; publications/resource development; cross-regional curriculum programs involving student exchanges; action-based research programs; community awareness programs; programs for girls; employer/employee/education cooperation and curriculum development; career information services; technological awareness/familiarisation; teacher development/in-service; special projects for unemployed youth and early school leavers; transition courses in special education institutions; primary education; the integration of career education and work experience into the traditional school curriculum; and alternative curriculum courses and programs.

In the TAFE area the number of Education Programs for Unemployed Youth (EPUY) operating in Victorian centres increased from thirty-five programs in 1980 to forty-two programs planned for 1981. Funding is available from two sources. Traditionally, EPUY funds have come through a separate grant from the Commonwealth Department of Education. For the 1980-81 financial year these funds totalled \$840 000. The second source of funding is under the Transition Program: \$872 000 being for the 1980 calendar year and \$1.22m is to be provided in 1981.

A number of pre-vocational courses began late in 1980 with a grant of \$365 100 from the Transition Program. While it was anticipated that most programs would begin early in 1981, a course in metal processing was conducted at the Gordon Technical College, Geelong, during 1980.

Curriculum

Pre-vocational programs have been devised to encourage unemployed young people to return to education in order to upgrade their literacy, numeracy, and personal development skills, as well as to develop "work readiness" skills in a broad, rather than job-specific, vocational area. Courses are developed upon the self-paced model but should be able to be completed within a thirty-six week period.

The programs approved in 1980 and costing \$1.3m began early in 1981. Location and type of course are outlined below:

COLLEGE	COURSE
Ballarat SOM	Metal processing
Caulfield IOT	Metal processing
Footscray TC	Metal processing
Frankston TC	Metal processing
Gordon TC	Metal processing
Preston TC	Metal processing
Ballarat SOM	Clerical/retail
Caulfield IOT	Clerical/retail
Dandenong College of TAFE	Clerical/retail
Footscray TC	Clerical/retail
Gordon TC	Clerical/retail
Preston TC	Clerical/retail
Whitehorse TC	Clerical/retail
Caulfield IOT	Disabled
Caulfield IOT	Migrant
Footscray TC	Modified metal processing
Frankston TC	Intellectually disabled

In May 1981, a specific proposal to commit the allocation of \$0.7m to "other TAFE programs" was approved by the Commonwealth. A further eleven pre-vocational courses were established:

COLLEGE	COURSE
Ballarat SOM	Construction
Box Hill TC	Construction
Dandenong College of TAFE	Construction
Gordon TC	Construction
Yallourn TC	Construction
TAFE Centre Oakleigh TS	Horticulture
Frankston TC (Rosebud)	Horticultural/small business
Frankston TC	Physically disabled
Preston TC	Keyboard skills/office automation
Prahran CAE	Furniture trades
Preston TC	Hospitality

In order to support the expansion of EPUY programs and the development of the newer pre-vocational programs, the Vocational Orientation Centre was allocated \$125 000 to establish a Transition Resource Unit for in-service, support and consultancy, program development, resource acquisition, provision and development, development of appropriate counselling skills, and research assistance.

The State TEAC Committee has commissioned an investigation by the Education Faculty of Deakin University into the effectiveness of the operation of the Transition Program in Victorian schools.

Careers Education

The staffing entitlement of each high school includes provision for a full-time careers teacher, and most technical schools have at least one member of staff whose duties include vocational counselling and careers guidance. In-service training for these teachers is provided through the Careers Education Section of CG and CS. Due to the rapid turnover of careers teachers through promotion and transfer, and the need to ensure that all careers teachers receive at least a basic minimum of preparation for their task, initial in-service training is limited to a period of four weeks spread throughout the year. The Careers Education Section conducts follow up seminars and workshops, and publishes a journal titled *Job Lots* for careers teachers. Following their initial training, careers teachers are encouraged to undertake more intensive training and to obtain formal professional qualifications by enrolling in appropriate courses such as those conducted by the Royal Melbourne Institute of Technology and the State College of Victoria at Rusden.

Besides counselling individual students and their parents, careers teachers advise subject teachers on the development and use of suitable career education activities and resources for use within their own classes. Careers teachers maintain a careers resource centre within the school to encourage independent information seeking by students. Many careers teachers are responsible for the conduct of the school work experience program, and may also be heavily involved in transition education projects. In conjunction with specialist organisations outside of the schools — such as the local Commonwealth Employment Service office of the Department of Employment and Youth Affairs, VISE, local service clubs, and major employers — some careers teachers organise careers seminars for

Curriculum

students and their parents. Local service clubs and employers are invited by careers teachers to give talks and conduct interview training. At the request of the Minister of Education, careers teachers individually in their schools or as a group in regional centres make themselves available during January to advise school leavers on the options open to them. This is a particularly important service for students who have just undertaken their HSC, the results of which are not known until early January.

In several centres, careers teachers have organised regional or local associations in order to cooperate with and to support each other in a variety of tasks including the preparation of submissions to the Transition Education Advisory Committee for funds for transition programs, the conduct of surveys of the destinations of former students, the publication of school-leaver handbooks, and the organisation of in-service and curriculum development seminars and workshops. Guidance officers from local CG and CS centres have also made themselves available to support careers teachers in their work.

The series of videotapes on careers that do not require tertiary study, which have been produced by the AVRB in conjunction with the Careers Education Section of CG and CS, continues to be in strong demand by schools. One program called *Ground Time*, which shows careers in an airport associated with the servicing and preparing of planes between flights, has been entered as a competitor in the "Penguin Awards" in the category for educational films.

The pamphlet *Looking to the Future, Sources of Career Advice for Parents and Students*, compiled by the Career Education Section of CG and CS, in association with the Curriculum Information Section of Publications and Information Branch, has been so well received by teachers, parents, and careers-advising agencies that demand cannot be satisfied. In addition copies in ten languages have been printed with the assistance and funding provided by the TEAC.

The booklet *Advising the Disabled — A Handbook for Careers Advisors* has been adapted for State-wide use by the Career Education Section in consultation with the relevant agencies and published with the aid of TEAC funding.

Australian publishers, VISE, ACER, the Equal Opportunity Resource Centre, the Vocational Orientation Centre, and the *Age* newspaper participated in a "Career Education Resource Display" for teachers, organised by the Career Education Section, CG and CS. This is the first time such a comprehensive array of educational materials related to career education has been assembled in one display.

Work Experience

The 1980 annual survey indicated that 97 per cent and 96 per cent of State technical and high schools respectively have incorporated work experience into their curricula while 55 per cent of secondary registered schools have done so. The survey also indicated that students are fairly conservative in their choice of placements for work experience. Many choices appear to be influenced by sex stereotyping. Boys are more likely to seek work experience in the electrical and building trades, motor mechanics, architecture, and accounting, whereas girls choose placements in hairdressing, nursing, teaching, social work, clerical and sales fields, and as veterinary assistants. Computer programming and nursery/landscape gardening are popular occupations with both boys and girls. Difficulties are still being encountered by students in securing placements in the legal and accounting professions, medical and paramedical areas, the building trades, and graphic art.

An amount of \$180 000 has again been allocated in the State Budget to reimburse payment made to work experience students employed in State Government departments and authorities. Government departments taking part in the work experience program in 1980 for the first time included the Gas and Fuel Corporation, the Law Department, the Ministry of Housing, the Department of Police and Emergency Services, the Victorian Institute of Secondary Education, and the State Insurance Office. This brings the total number of involved Government departments to thirty-three. In 1981, a revised edition of the directory *Government Departments and Statutory Authorities Participating in Work Experience*, which lists contact people and areas of employment within each department, was sent to all Victorian post-primary schools.

Students enrolled in State and registered secondary schools outside the Melbourne metropolitan area are disadvantaged through a lack of access to a wide range of industrial and

Curriculum

commercial occupations for the purposes of work experience. During Term 3, 1980, funding was obtained through the Commonwealth School to Work Transition Program to enable 238 students from country schools, under the supervision of their own teachers, to be accommodated on a fully subsidised basis at a residential facility in North Melbourne leased by the Youth Hostels Association of Victoria. This enabled the students to obtain work experience in a range of occupational areas not normally available to them. The costs of travel to and from Melbourne for the students and teachers were met by the Transition grant, as was the salary of a project officer, whose duties included arranging the job placements for the students in industry and commerce.

On the basis of the success of the pilot project, a full-scale version was conducted with transition funding for 1981 at Norris House, a former Departmental hostel and in-service education facility. A live-in housekeeper/cook, project coordinator and administrative aide, and a part-time cleaner have been employed. It is anticipated that, during 1981, a total of 600 students from some forty-four State and registered secondary schools will be able to take advantage of this facility. The demand for places has been so intense that use will also be made during Term 3, 1981 of the Departmental hostel, Redcourt, at which an additional 187 students from twelve schools will be accommodated for one or two weeks.

During 1981, \$15 000 was received from the School to Work Transition Program for the purchase of 50 000 work experience diaries which were developed by the Western Australian Education Department. These will be suitable for use by all students with only minor modifications to suit Victorian conditions. A similar amount was also obtained for the translation and of the Work Experience Arrangement Form into ten community languages; and the development, in a multicultural, multilingual format, of a parent information brochure.

In June, 1980, the Second State Biennial Conference on Work Experience was held on the theme "Tomorrow's World". Approximately 140 participants, including work experience coordinators in schools, educational administrators, and representatives of employer and employee organisations, participated. The workshop sessions concentrated on alternate work experience program objectives and arrangements, and different perspectives of the role of the work experience coordinator. The Conference also included a series of industrial visits which enabled participants to observe applications of the technology in the secondary and service sectors.

The Victorian Work Experience Program is different to that of other States in that a minimum payment of \$3 per day is mandatory. This factor, together with the difficulty of extending the workers compensation provisions to cover Victorian students obtaining work experience in other States has restricted work experience placements for students attending schools close to the State border. In December, 1980, an agreement was reached between the Victorian and New South Wales Education Ministers to permit up to 500 students to obtain work experience in New South Wales with New South Wales-based employers. This agreement has not yet been implemented due to certain legal impediments. A working party has been established by the Chairman of the Victorian Transition Education Advisory Committee to resolve the difficulties.

Curriculum

Health and Human Relations

The Victorian Government has developed a policy for the promotion of health and human relations education in schools.

Health and human relations education is a process involving information about how health can be achieved and maintained, and a development of the kinds of skills needed to make decisions which affect health. Students are provided with educational opportunities to develop skills and competence in areas such as problem solving, decision making, and communication, so that they may become more self-reliant and develop respect, tolerance, and consideration for the needs, feelings, and interests of others, as well as their own.

In October 1979, the then Assistant Minister of Education, announced a set of principles and policy statements concerning health and human relations education in schools. This was followed in December that year by the appointment of an advisory committee which was asked to prepare guidelines for the implementation of Government policy.

The advisory committee sought submissions from interested members of the education community and, to facilitate this, all principals were advised of the work of the committee and of the opportunities to participate in the development of the guidelines.

Following Cabinet consideration of the report of the advisory committee, guidelines for health and human relations education programs in schools were announced on 20 December 1980.

Two new structures were established to facilitate the implementation of the guidelines and curriculum development in this area. They were a Consultative Council for Health and Human Relations Education which advises the Minister, and a Health and Human Relations Unit within the Special Services Division.

The Health and Human Relations Unit, which commenced in March 1981, consists of people redeployed from Special Services, Secondary Schools, and Primary Schools Divisions. The Unit is located at South Melbourne Primary School (Eastern Road). The Unit conducts a variety of in-service activities, consisting of workshops from one to three days duration and courses of up to fifteen days.

The Unit provides consultancy services for teachers, principals, school councils, parent groups, and community members on aspects of health and human relations education. This consultancy may relate to elements of program planning; to aspects of program implementation; or to matters concerned with program review and methods of evaluation.

Within the Education Department there are several groups — such as CG and CS and pupil welfare officers in post-primary schools — with interests and involvement in aspects of health and human relations education. Similarly, other Government departments — such as the Health Commission, Youth, Sport, and Recreation, and Community Welfare Services — seek to promote and provide health and human relations education. The Unit promotes liaison and cooperation with these various groups to facilitate the most effective use of resources.

The Unit produces summaries of new findings and up-to-date information on courses, books, and conferences. It has also rewritten significant components of curriculum materials for primary school teachers as well as producing a curriculum statement for all teachers.

The comprehensive record of school programs included within the small selective resource collection at the Unit assists other schools in planning courses in health and human relations. The resource centre also maintains a display of teacher and student reference material to assist teachers, principals, and parents involved in programs.

Curriculum

Plain English Speaking Award

The Plain English Speaking Award is sponsored by the Education Department in conjunction with the Australia-Britain Society and is open to all post-primary school students between the ages of fifteen and eighteen years. The aim of the Award is to promote the use of clear, simple, spoken English as the most effective means of communication. Since 1978, the Education Department of Victoria has conducted the Award at regional, State, and national levels. Since 1979, the Award has been part of the international public speaking competition conducted annually by the English Speaking Union in London, and the national winner represents Australia in the competition. All States and territories participated in the 1980 national final in Melbourne.

In Victoria 180 State and registered schools took part in the 1980 Award.

Personnel

The Personnel Function

General

The personnel function continues to cover the recruitment, employment, transfer, welfare, and professional development of teachers, and similar matters with respect to public servants involved in the administration of educational policies. The function therefore involves administering appropriate personnel policies for a work force of over 60 000 operating within an overall structure involving the primary, secondary, and technical teaching divisions, teaching-support divisions of special services and teacher education, five administrative-support divisions, and a regional office structure covering eleven geographic regions throughout the State.

While the Teachers Tribunal remained the most important body responsible for determining policy on teachers' conditions of work throughout 1981, the numerous and varied discussions relating to the proposed restructure of the Education Department that proceeded throughout the year clearly foreshadowed significant changes to the method by which personnel policy would be formed and administered.

Structural Changes Affecting the Administration of Personnel

It has been apparent for many years that, with respect to the management of the personnel function, the Education Department has been seriously disadvantaged in that it has few of the real decision-making powers normally attributed to an employer.

In fact, in seeking to administer the Education Department the Minister and the Director-General of Education have less scope to exercise managerial prerogatives

and initiatives than is the case with any permanent head who is appointed under the Public Service Act, and virtually none of the powers normally exercised by an employer in the public or private sectors. The Director-General and his senior officers operate under severe restraints imposed by a wide range of other statutory bodies, and in many ways are merely implementors of decisions made by those bodies in respect to conditions of work, staffing structures, appointments, promotions and transfers, welfare, and discipline. This unsatisfactory situation severely limits real administrative scope, authority and responsibility, and the consequent development of top-ranking administrative skills — although accountability is of course still expected by the Minister, the Government, the Parliament, and the public.

Whether from the perspective of administrative efficiency or of development of sound industrial relations, it is clearly essential that the Department should possess both the prerogatives and obligation of an employer, and that the Director-General and his senior officers should be in a position to exercise normal managerial controls over the operations of the Department and the personnel engaged in its administration.

Such issues affecting personnel administration continued to occupy the time of senior management throughout 1981 and as a result it is expected that a number of significant legislative changes now under consideration should result in greatly improved personnel practices in the future, to the ultimate benefit of pupils, schools, teachers, parents, and community groups.

Industrial Relations

In the area of industrial relations, widespread industrial unrest, concerning teachers over a long period and on a great range of issues,

Personnel

has pointed to the need for a change in the legislative framework in which industrial negotiations are conducted. Frequently, the teacher unions have claimed that the Department will not negotiate, but the fact is that existing legislation does not provide for negotiations with unions, does not provide for the Education Department to act as an employer, and does not provide for conciliation and arbitration procedures.

The search for remedies resulted, in March 1980, in a seminar on industrial relations, jointly organised by the Education Department and the major teacher unions, at which substantial agreement was reached on three main points:

1. Terms and conditions of employment should be negotiated between representatives of the Education Department as the employer and the three teacher unions.
2. When negotiations do not result in agreement there should be a mutually agreed conciliation process.
3. When agreement cannot be reached by negotiations and conciliation, the parties may jointly refer the issue to a mutually agreed arbitral authority.

To follow up the results of the seminar, an Industrial Relations Working Party, consisting of three representatives nominated by the Minister and three from the major teacher organisations, was established under the Chairmanship of Mr Kevin Hince of the Gippsland Institute of Advanced Education.

The Working Party subsequently reported on 1 May 1981. Although its report has never been formally accepted by the Government, the main principles embodied in the report have been closely examined with a view to them being incorporated in new legislation relating to the administration of personnel.

Staff Development

Throughout 1981, the Department continued to pursue a development program aimed at all Public Service staff and headquarters-based Teaching Service administrators. Training courses are carried out with the objective of improving efficiency at the middle and lower levels of administrative staff; counselling courses designed to assist teachers and other staff in their retirement continue; and staff are still encouraged to participate in the Public Service Study Leave Scheme.

Staffing of Schools

School staffing matters continue to occupy a major portion of the time of Departmental personnel officers.

Special-needs Staffing

During 1981 the Education Department continued with its policy of distributing over 90 per cent of staff to schools by staffing formulae based on enrolment and other fixed factors, and allocating the other 8 to 10 per cent on a differential basis according to individually assessed school needs. The criteria by which the special needs were provided were developed by each division and took account of any special provision, e.g. migrant teachers provided by the Government as part of its overall policy on special needs.

This staffing policy has been in operation for a number of years and it would appear that school councils and other interest groups are now more appreciative of the particular role of special-needs staffing in the total staffing function. For the year, the Department again set aside more than 3000 additional teachers to be allocated to schools according to special needs, and consequent on the application of both formula entitlement and special-needs staffing, Victorian State schools continued to obtain more teachers per pupil enrolled than schools in any comparable system either interstate or overseas.

Leave Problems

The problem of maintaining teaching strength within classrooms during the school year while teachers exercise their leave entitlements continues to provide difficulties for staffing officers. As in past years, up to 3000 teachers were absent in mid-year for extended periods of long-service leave, and in addition, the unpredictable nature of confinement leave continued to contribute to some staffing instability within many schools. Further discussions with teacher unions throughout 1981 resulted in a joint case on confinement (family) leave being put to the Teachers Tribunal, although the Tribunal did not accept the arguments for change contained therein. Short-term temporary

Personnel

employments, the ad hoc employment of emergency teachers, and drawing on the pool of nearly 400 permanent relieving teachers were the usual means by which short-term staff absences were covered.

Staffing of Primary Schools

In 1980, the base staff entitlement per school was one teacher for the first twenty-six pupils, and one additional teacher for every twenty-two pupils in schools with net enrolments up to 300 pupils. This betterment factor represented the introduction of the first phase in the Government's promise to improve the primary staffing provision over a three-year period.

In 1981 the base entitlement was extended so that in *all* schools one teacher was provided for the first twenty-six pupils and one additional teacher for every twenty-two pupils or part thereof. In stage three of the staffing-betterment plan for primary schools, the formula to be applied in 1982 will be one for twenty-six and one for twenty-one thereafter. Apart from base entitlement, previously agreed criteria for allocating additional staff under the special-needs category were again applied in 1981, resulting in an additional 1400 teachers being provided to primary schools on that account.

The agreed criteria for allocation of additional teachers for special needs are as follows:

1. Socioeconomic characteristics of the school community.
2. The number of migrant pupils enrolled at the school. For this criterion, pupils defined as coming from an ethnic background were those born overseas in a non-English-speaking country, or born in Australia with one or both parents born overseas in a non-English-speaking country. In this category additional weighting recognises the special needs of pupils who have attended an Australian school for less than two years.
3. The number of pupils who come from single-parent families.
4. The number of pupils (excluding new beginners) who transfer into the school during the course of the school year.

In addition to the criteria stated, a small number of special needs teachers is allocated —

- (a) to promote special curriculum programs;
- (b) to newly established schools;

- (c) to schools where enrolments of significant numbers of pupils of Aboriginal background exist.

Thus, the staffing policy of the Primary Schools Division is clearly a "needs-based" policy and in 1981 its implementation resulted in over 700 schools receiving staff entitlements additional to those determined under formula provision.

Staffing of Secondary Schools

The 1980 staffing formula, with very minor changes, continued to be applied for secondary school staffing in 1981. The staffing establishment for a secondary school has two main components — formula and special needs allocations.

Formula Allocations

The basic entitlement, calculated by a *general formula*, related to the estimated enrolment of the school. Within the basic entitlement is included provision for the school administration, a careers teacher (provided the school has a Year 10 or higher level), a remedial-support teacher, and a basic library staff.

For all high schools which had classes at all levels from Year 7 to Year 12, the basic entitlement was calculated using the formula:

$$\text{Basic entitlement} = 26 + \frac{\text{Enrolment} - 300}{18}$$

Six-year schools had their entitlement adjusted by one teacher for every eighteen pupils by which the enrolment varied from 300.

A second formula, the *class formula*, is applied to all schools with a total enrolment less than 300; to those with other than a full spread of enrolments from Year 7 to Year 12; and to all higher-elementary, consolidated, and central schools.

A slight modification to this formula was made in 1981 to meet the relatively very heavy demands in making curriculum provision for small Year 11 and Year 12 enrolments.

Previously, the formula provided 1.7 teachers for each class division in Years 7 and 8, 2.0 teachers for one class at each of Years 9 and 10 (with an addition of 1.7 teachers for each additional class group), and 2.4 teachers for one class at each of Years 11 and 12 (with a similar addition of 1.7 teachers for additional class groups).

Personnel

The revised formula remained the same in 1981 for all levels other than for Years 11 and 12. At those levels, 2.6 teachers were provided for one class division at either level, 1.5 teachers for a second class group at either level, and the normal addition of 1.7 teachers for groups in excess of two.

The modification slightly advantages the considerable number of small schools where the enrolment at Years 11 and 12 is great enough to warrant only one main class group.

In the case of some of the very small high schools and other schools with relatively small secondary sections, a full allocation by class formula was not given as composite-level groups are practicable for sections of the curriculum.

A figure is added to appropriate schools to which the class formula is applicable to provide for school administration, a careers teacher (where there is a Year 10 or above), a remedial teacher, and library staff.

Special Needs Allocations

The total number of teachers allocated to Secondary Schools Division to meet the special needs of schools for 1981 was slightly increased. The distribution of this number was based on three main criteria:

1. The greater needs of schools of larger size for additional staff for organisational and administrative duties, pupil management, increased library duties, and remedial teaching.
2. The need for specialised teachers of pupils of migrant origin.
3. The need for additional programs of remediation and pupil welfare associated with socioeconomic disadvantage.

The three criteria were acknowledged as follows:

- (a) By a loading on a sliding scale for the larger schools ranging to an addition of three additional teachers for schools in excess of 1100 pupils. In 1980, an addition was made in the case of certain schools in which there was a distortion to the normal pattern of pupil distribution, level by level. No separate addition was made on these grounds for 1981 in view of the consistent application of the sliding-scale addition for size.
- (b) By an analysis of the statistical returns

from schools indicating the number of years of residence in Australia of all children of non-English-speaking migrant origin, and by allocating additional staffing to meet their needs. The total distributed to meet such needs was slightly greater than the total previously allocated as a separate item in establishments, but for 1981 the allocations were included in the total of the needs component rather than as a separate item.

- (c) By an allocation within the needs component to the 200 most disadvantaged schools as revealed in the School Priorities Index; a 7 per cent loading being given to the most disadvantaged, ranging to 2 per cent for the schools within that 200 of less disadvantage.

Thus, the special-needs components were calculated predominantly on the basis of the relative needs of pupils, using the best objective criteria available. As the result of the updating of statistical information, the ranking of schools in order of relative need changes to some degree from year to year with the result that the total of the needs component allocated to individual schools on these criteria varied slightly from the 1980 allocation in many cases.

In considering the special staffing needs of schools with respect to migrant teaching, the basis on which this need was recognised in setting the total-needs component was slightly liberalised for 1981. For most schools the number added within the total special-needs component was equal to, or greater than, the number previously given as a separate entitlement for migrant education. However, no separate figure was given nor was any direction given as to the number of teachers, from within the total staffing, who were to be used for migrant teaching in any school.

This meant that for 1981, each school assessed its own needs for migrant teaching and planned the best means by which those needs could be served. Many schools increased the emphasis on this aspect of their program by increasing the total number of teachers within their establishment to be engaged in migrant education for some or all of their teaching time. Some schools which had not previously been given an entitlement specifically for migrant staff used the flexibility within their total special-needs allocation to introduce such a program and

Personnel

requested specialist staff for the purpose. When the number of teachers used in migrant-withdrawal groups was reduced by any school, it was expected that the school would choose other organisational means, such as the reduction of the size of some of its normal teaching groups, in order to meet the special need of its migrant children.

In previous years, specific provision for a Pupil Welfare Coordinator had been made in the staffing establishment of certain schools. No separate provision was made for PWCs in the 1981 establishments. However, for those schools which had a PWC in previous years, and for other similar schools of large size and acknowledged disadvantage, the need for pupil welfare work was recognised in the setting of the total special-needs component.

Staffing of Technical Schools

The staffing formula applied in 1981 continued to differ for schools which were predominantly secondary-technical schools and schools which were predominantly TAFE institutions. Some schools offer both secondary-technical and technical and further education (TAFE) courses. In addition to basic-formula staffing, special-needs staffing was provided on criteria similar to that applied for primary and secondary schools. Where the teaching program in a school was predominantly secondary-technical, the staffing officer provided one teacher for fourteen students, and additional teachers where there were any assessed special needs. In schools where TAFE classes were conducted, the staffing formulas applied to the TAFE enrolments in the school represented at least one teacher for every twelve equivalent full-time students.

The numbers provided in the respective staffing establishments for 1981 continued to allow for the maintenance of existing programs and also for some expansion in the curriculum available to students in technical schools at the secondary level. On the other hand, difficulties in the recruitment of TAFE teachers resulted in the scaling down of some courses.

Some major areas of specialist subject shortfall persist, particularly in the TAFE areas where specialist teachers are still in short supply in middle-level engineering and applied science, apprentice horticulture, electrical trades, automotive trades, and food trades.

Although the recruitment of teachers to cover needs in both secondary-technical and TAFE is continuing on a planned basis, the numerous demands by industry and government agencies to meet industrial training needs, remain a drain on the limited TAFE teacher resource.

Changes in Employment Conditions for Teachers

Comparative figures for 1976 and 1981 indicate that employment opportunities within the Education Department are being fully maintained for teachers, despite a fall-off in full-time enrolments in both primary and secondary schools.

Primary Division	1976	1981
Total teachers employed (EFT)*	22 759	24 759
Total enrolments	381 250	357 000
Pupil/Teacher ratio	16.8	14.4

Secondary Division	1976	1981
Total teachers employed (EFT)*	15 804	17 272
Total enrolments	183 000	171 000
Pupil/Teacher ratio	11.6	9.6

*July payroll figures for each year

These staffing improvements are also reflected in improved workloads for teachers. For example, in 1976 an assistant class secondary teacher was required to take, on the average, 16.2 hours per week of timetabled classroom instruction; by 1981 the average face to face instructional time of a secondary assistant had declined to 15.9 hours per week. Similarly, in 1976 the average size of an English class in secondary schools was 26.7; by 1981 it had declined to 24.0.

The Professional Preparation and Development of Teachers

Teacher Education Division has continued to coordinate the complex and varied activities which contribute to the continuum of teacher development. It has been active in presenting to those interested in teaching as a career all the information necessary for an informed decision, in providing input to

Personnel

policy and course-content decision making at tertiary-training-institution level, in advising students on course, and in the provision of an integrated and ongoing program for career-long development. There has been close collaboration with other divisions within the Department in identifying areas of need and in making the transition from tertiary student to teacher as smooth as possible. Significant reports from State and national committees inquiring into teacher education have stressed the significance of teacher-development programs in relation to the quality of education in schools.

Pre-service Teacher Education

Sufficient numbers of suitable students are required to enrol every year in each type of teacher-training course so that schools can be adequately staffed with a range of subject specialists.

Secondary-school students require appropriate positive advice concerning the many teaching-career opportunities that are available. Regional teacher education officers provide advisory services to careers teachers and senior-secondary-school students.

Tertiary students are provided with advisory services by teacher education officers located at teachers' centres and regional offices. As studentship-holders and scholarship-holders have largely graduated, private students are the largest group of teachers-in-training. They receive advice concerning all aspects of employment opportunities in teaching at each stage of training.

To assist the advisory process, Teacher Education Division has set up a central Register of Approved Tertiary Courses for Teacher Employment with the teaching divisions.

Recent graduate applications are administered by Teacher Education Division. The processes involving over 2500 applications for the beginning of the 1981 school year, were extensive. For 1982, over 1600 secondary graduating applicants have been interviewed prior to staffing officers of the teaching divisions making employment offers for vacancies as they occur in schools. Several hundred of these applicants have received guarantees of employment prior to the commencement of the 1982 school year.

These offers are in known areas of school needs, for example, mathematics, science, music, and secretarial studies, and are a practical encouragement to students to seriously consider the attractive career opportunities in teaching for able, young graduates.

Student Residences

Country students enrolled in courses leading to teaching continue to benefit from the provision of comfortable accommodation.

In 1981 the demand for the 650 places in the sixteen residences remained at a high level. In 1982 there should be a continuing high level of demand for student residential accommodation.

Boards of Studies

The bodies responsible for evaluating the suitability of courses to meet the needs of Education Department teachers are the Boards of Studies (Primary, Secondary, and Technical).

During 1981 the Board of Studies (Primary) conducted reviews of twenty courses and made recommendations on their suitability as qualifications for primary teachers. In addition, advice was given on individual cases. The Board also formulated guidelines on the total qualification of primary teachers and held discussions with tertiary institutions on proposed modifications to existing courses.

The Board of Studies (Secondary) continued to advise other bodies, both within and outside the Education Department, concerning the suitability of courses for secondary teachers. During 1981, twenty-four courses were examined. The Board also continued to give advice to the Teachers Tribunal regarding the qualifications of individual teachers.

The Board of Studies (Technical) is continuing to advise the Education Department and the Teachers Tribunal on the acceptability of courses for technical teachers. During the past year the Board has recommended several changes in the regulations, to facilitate the needs of schools in areas such as computing and graphic communication.

Personnel

Teaching Fellowships and Teacher Exchange

The International Teaching Fellowship program maintained a steady growth during 1981 and included teachers from the United Kingdom (through the League for the Exchange of Commonwealth Teachers), the United States of America, Canada, France, West Germany, Japan, New Zealand, and, for the first time, Yugoslavia. Fifty-six fellowships were awarded to Victorians in 1981.

Included in this number were two primary school principals and one secondary school principal who were awarded fellowships to enable them to work as assisting principals in the U S A and Canada.

The Australian State and Territory Teacher Exchange Program enabled six Victorians to teach in other States of Australia for the 1981 school year.

The Department continues to contribute substantially, both administratively and by the participation of its teachers, to the Schools Exchange and Travel Scheme which is funded by the Schools Commission. Thirty-three awards for interstate travel were offered to Victorians in 1981, including for the first time, an award for a Victorian to visit New Zealand.

Professional Development

The State Standing Committee on In-service Education approved a staff-development program for Education Department personnel in 1981, with emphasis on induction courses for principals and new staff members with consultancy roles.

A number of activities in 1981 stressed the need for safety in educational programs, both within schools and in outdoor education pursuits.

Thirty-two teachers completed the traffic safety education course held at the State College of Victoria at Hawthorn and the Goulburn Valley Driver Education Centre, and are now qualified to conduct school programs in pre-driver education.

Hawthorn Teachers Centre staff continued to provide administrative support and advice to organisers of State-wide staff-development programs throughout the year.

The Victorian In-service Education Committee

In 1981 the demand continued at a significant level for funding of in-service education activities within the Services and Development Program of the Schools Commission.

The Victorian In-service Education Committee is an inter-systemic group which has the oversight of the program in Victoria, and has membership which is representative of the Education Department, the Catholic Education Office, and independent schools; teachers, principals, administrators, parents, and members of school communities are associated with the decisions on funding for activities.

Although the funding available to the Committee from Commonwealth sources was slightly increased from the level of 1980, the rising costs associated with in-service education activities have prevented many submissions to the Committee from being successful. Submissions to the VISEC during 1981 totalled 514, and only 44 per cent of these could receive funding. Statistics indicate that 58 per cent of 1981 activities were conducted in school time, 18 per cent both in and out of school hours, and 23 per cent out of school time. (These figures are within one percentage point of the equivalent figures for 1980.)

In addition to the State-wide program administered through the Victorian In-service Education Committee, the Committee is responsible for oversight of the programs funded through the eleven Regional In-service Education Committees. The regional committees determine programs to be conducted within regional boundaries according to their own priorities in teacher development and support for activities involving parents and members of school communities.

Many of the activities funded by the regional committees are single-school activities, which may have participation from a whole staff, or a section of a school staff, or the school community including parents, teachers, and other interested persons. Around 20 per cent of regional committee budgets are approved to support single-school activities.

Personnel

Replacement Funds

The Victorian In-service Education Committee in 1981 allocated 45 per cent of its budget to meet costs associated with replacing teachers, from all systems, who attend approved training courses of ten school days or longer. In some cases the courses extend over the year, while other courses are of much shorter duration.

The courses for which replacement funding has been made available have included those providing training in special education, migrant and multicultural education, and teacher-librarianship, as well as in educational administration, curriculum studies, careers education, and literacy and numeracy education. Close attention has been provided by the VISEC and by the employing authorities to the approval of the courses for which replacement funds are used, and the selection of participants.

Qualification Courses

This year Hawthorn Teachers' Centre again administered the primary qualifications program, designed to enable primary teachers to attain fully qualified status. As anticipated there was a further decline in enrolments — 492 teachers being enrolled in 503 subject units. Two lecture venues operated in the metropolitan area and correspondence tuition was offered to students unable to attend lecture programs at tertiary institutions.

Study Leave

In 1981 the Department provided a generous number of study-leave awards to increase the supply of teachers in specialist areas such as careers education, librarianship, music, secretarial studies, and special education. Some part-time awards were also made to enable teachers to increase basic qualifications to fully qualified status.

The table provides a summary of study-leave awards in 1981.

Type of Study Leave	1981
1. Part-time leave for ordinary degrees, graduate diplomas, or an approved fourth year of study.	760
2. Full-time leave for degrees or graduate diplomas in careers education, educational technology, librarianship, music, secretarial studies, and special education.	117
3. Part-time fellowships for higher degrees.	23
Total Number of Teachers Awarded Leave	900

Buildings

The Education Department continues to be one of Australia's major constructing clients. Expenditure on capital works undertaken in 1980-81 amounted to \$132 466 765. This figure does not include funds available for teacher housing, or for design, supervision, and administration costs. When these items are included, the total capital funds available from State and Commonwealth sources were approximately \$150 000 000.

New School Constructions

Fourteen new schools were constructed, and two relocatable complexes were established during the year.

Primary schools completed

Glen Orden P S
St Albans Meadows P S
Albanvale P S
Kismet Park P S
Thomastown Meadows P S
Billanook P S
Chirnside Park P S
Templeton P S
Fountain Gate P S
Mt Martha P S
Mooroopna Park P S
Whittington P S
Yuille P S

Post-primary schools completed

Mornington T S (relocatable complex)
Cranbourne Meadows T S
Gisborne H S (relocatable complex)

Contracts were let for the construction of nine primary schools, four replacement primary schools (including two fire-reinstatement projects), two special developmental schools, and three counselling, guidance, and clinical services centres, one of which (Dandenong) was a fire-reinstatement project.

New schools for which contracts were let during the year

Wedge Park P S
Sunbury Heights P S
Altona Meadows P S
Hurstbridge P S (replacement)
Thomastown P S (fire reinstatement)
The Patch P S
Sandringham P S (replacement)
West Park P S
Mossgiel Park P S
Appin Park P S
Darley P S
Delacombe P S
Streatham P S (fire reinstatement)
Werribee Special Developmental School
Wodonga Special Developmental School
Dandenong Counselling, Guidance, and Clinical Services Centre (fire reinstatement)
Melton Counselling, Guidance, and Clinical Services Centre
Mornington Counselling, Guidance, and Clinical Services Centre

Fire-reinstatement program

Major projects for which construction commenced:

Essendon H S
Glenroy T S
Kangaroo Flat T S
Merrilands H S
Robinvale H S
Mooroopna P S
Thomastown P S (replacement)
Streatham P S (replacement)
Dandenong C G and C S (replacement)

School Council Contracts

The *Education (School Councils) Act* of 1975 vested school councils with greater powers and responsibilities, which enable them to make contractual arrangements, using the school council contract process, for building-modification and maintenance works.

Buildings

Apart from a great number of small projects, two large projects using this procedure attracted a great deal of attention. These were the Sandringham Primary School redevelopment, at a cost of \$860 000, and Hurstbridge Primary School replacement at a cost of \$692 000, both undertaken by the respective school councils.

This concept continues to flourish, and, for the fourth year, the budget for this program has increased. During 1980-81, the figure grew to \$3.16 million, the four previous years being \$2.6 million, \$1.2 million, \$110 000, and \$55 000.

Education and Community Activity Centre Program

This program, now in its second year, has continued to gain a high degree of acceptance. Of the nineteen projects that were included in the program at the outset, fifteen commenced construction, and tenders for the remaining four were invited prior to the close of the financial year, with the expectation that these would be put to contract early in the 1981-82 financial year.

- Construction commenced on the following centres:

Altona, Beaufort, Bell Park, Broadmeadows, Healesville, Maffra, Monbulk, Mortlake, Newlands, Parkdale, Prahran, Queenscliff, Sunbury, Trafalgar — all high schools — and Leongatha Technical School.

- Tenders were invited for the following centres:

Benalla, Cohuna, Werribee, Ouyen — all high schools.

The new design, which replaced the assembly hall design, can be constructed at a greatly reduced cost, and this reduction has allowed the accelerated provision of gymnasiums, assembly, and community-orientated facilities at post-primary schools. This program absorbed the former assembly hall and community education programs and enabled a greater number of schools to develop community education and activity centres.

Technical and Further Education (TAFE)

The 1980-81 combined TAFE (State) and TAFEC (Commonwealth) budget, excluding D S A, amounted to \$29 million.

- Construction on the following major projects commenced during the year:

	\$ Cost
R M I T — Stage 2B	13.1m
Footscray — Stage 2	11.6m
Bendigo — Stage 1	7.0m
Sunraysia — Stage 1	6.8m
Wangaratta — Stage 1B	5.7m
Yallourn — Stage 1	5.2m
LaTrobe Street complex — Stage 1	5.0m
Box Hill — Stage 1 Phase 3	4.3m
McMillan — Rural Studies	4.0m
Frankston — Relocation of army depot	1.0m
Sunraysia — Child minding facilities	0.414m
Bairnsdale T S — Alterations to trade block	0.400m

- Construction on the following projects was completed during the year:

	\$ Cost
Box Hill — Stage 1 Phase 1	9.5m
Box Hill — Stage 1 Phase 2	8.3m
Preston — Business Studies	4.3m
Collingwood — Horticultural annexe	1.05m
Batman Auto College	0.500m
Longernong Library Resource Centre	0.360m
Brighton T S — Flat glass	0.360m
Wangaratta — Staff and Biology	0.111m

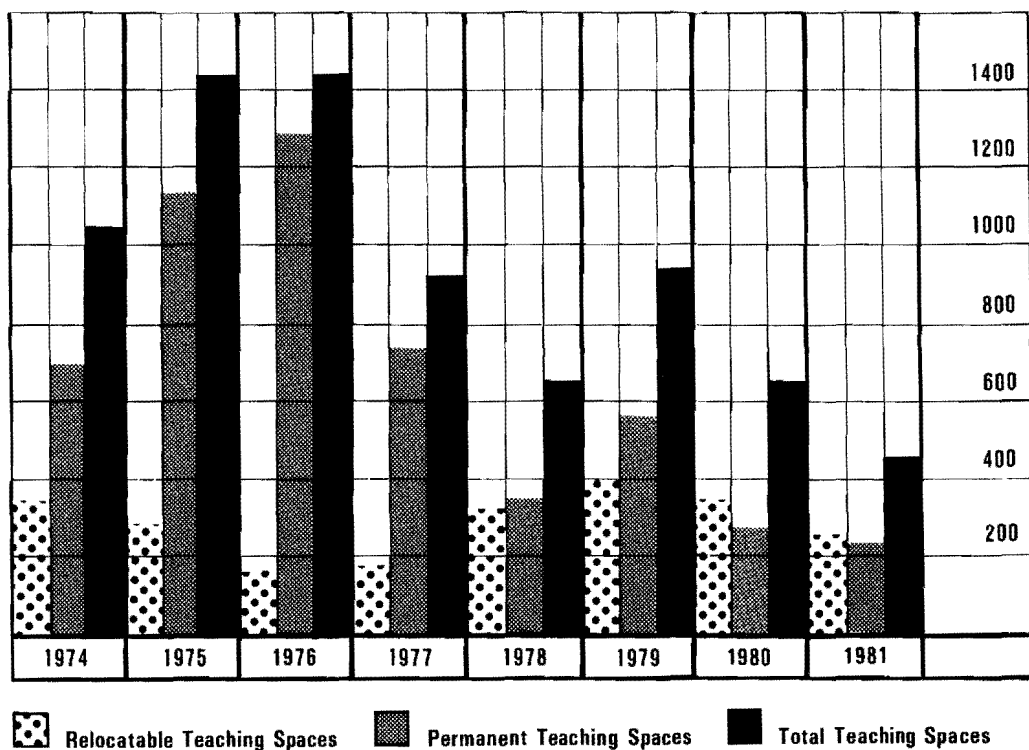
• Miscellaneous Programs

In addition to the major programs of work outlined above, the Department also undertook programs in the following areas:

	\$ Cost
Minor maintenance	18.500m
Relocatables	15.229m
Special Education	3.160m
Security	0.500m
Teacher Education	0.150m
State Schools Nursery	0.125m

Buildings

Table 1 — Annual Teaching Spaces Completed



Buildings

Financial Statement
Education Works and Services Program 1980-81
Table 2A — Sources of Funds

COMMONWEALTH (Schools Commission)	\$	\$	\$
<i>States Grants (Schools Assistance) Act 1979</i>	14 404 500		
<i>States Grants (Schools Assistance) Act 1980</i>	15 650 000	30 054 500	
STATE			
Works and Services Act	92 287 284		
Less Teacher Housing Authority	3 309 000	88 978 284	119 032 784
Less design, supervision, and administration costs			11 017 784
			108 015 000
Plus Receipts — Redundant property sales		151 000	
— Recouped Commonwealth planning funds		300 000	451 000
Education Works and Services Program (Exc. TAFEC)			108 466 000
<i>States Grants (Tertiary Education Assistance Act) 1978</i>			
for 1980 calendar year	15 711 400		
for 1981 calendar year	11 922 100		
	27 633 500		
Plus carry forward from 1979-80	1 364 956		
	28 998 456		
Less carry forward to 1981-82	2 036 293	26 962 163	
Less design, supervision, and administration costs		2 957 203	24 004 960
TOTAL EDUCATION WORKS AND SERVICES PROGRAM			\$132 470 960

Buildings

Table 2B — Statements of Expenditure
Education Department

TREASURY CODE	ITEM	BUDGET	EXPENDITURE	BALANCE
20.02	Major projects	1 172 000	1 172 000	Nil
20.06	Minor projects and grants	3 185 000	3 185 000	Nil
20.12	Relocatable classrooms	400 000	400 000	Nil
20.45	Furniture	230 000	230 000	Nil
21.20	Special education	250 000	250 000	Nil
22.42	Special services	20 000	20 000	Nil
22.22	Educational and administration centres	80 000	80 000	Nil
22.26	Office furniture and equipment	50 000	50 000	Nil
22.30	Consultant services	65 000	65 000	Nil
22.52	Ministers' general expenditure	637 000	637 000	Nil
22.57	State Schools Nursery	25 000	25 000	Nil
22.62	Security services	130 000	130 000	Nil
23.02	Large projects	250 000	250 000	Nil
23.27	Community education	1 224 000	1 224 000	Nil
23.17	Fire reinstatement	10 000	10 000	Nil
23.60	Computer services development	672 000	669 594	2 406
23.80	Goulburn Valley Driver Training Complex	120 000	120 000	Nil
24.17	State TAFE	4 720 000	4 720 000	Nil
24.21	State TAFE — planning	200 000	200 000	Nil
29.01	Sites acquisition	3 000 000	3 000 000	Nil
TOTAL PROGRAM (Excluding Commonwealth TAFE)		16 420 000	16 417 594	2 406
27.20	Commonwealth TAFE	6 547 000	6 547 000	Nil
TOTAL PROGRAM		22 967 000	22 964 594	2 406

Buildings

Public Works Department

TREASURY CODE	ITEM	BUDGET	EXPENDITURE	BALANCE
20.01	Major projects	40 512 000	40 511 989	11
20.03	Minor projects – interest – free advance	271 000	270 961	39
20.05	Minor projects and grants	15 335 000	15 334 993	7
20.10	Relocatable classrooms	14 829 000	14 829 000	Nil
20.40	Furniture	3 670 000	3 669 995	5
21.10	Special education	2 450 000	2 449 990	10
22.40	Special services	440 000	439 993	7
22.20	Educational and administration centres	375 000	374 948	52
22.24	Office furniture and equipment	50 000	49 917	83
22.50	Ministers' general expenditure	1 000 000	1 000 000	Nil
22.54	State Schools Nursery	100 000	99 414	586
22.60	Security services	370 000	369 975	25
23.02	Large projects	3 100 000	3 099 585	415
23.30	Teacher education	150 000	149 985	15
23.25	Education and community activity centres	2 250 000	2 249 999	1
23.26	Community education	900 000	900 000	Nil
23.15	Fire reinstatement	3 000 000	2 999 923	77
23.70	Insurance	64 000	63 556	444
24.15	State TAFE	3 080 000	3 079 988	12
24.19	State TAFE – planning	100 000	100 000	Nil
TOTAL PROGRAM (Excluding Commonwealth TAFE)		92 046 000	92 044 211	1 789
27.10	Commonwealth TAFE (Excluding D.S.A.)	17 457 960	17 457 960	Nil
TOTAL PROGRAM		109 503 960	109 502 171	1 789

Buildings

Table 3 — Education Building Expenditure

	Expenditure	Proportion of Total Expenditure
A Sites	\$ 3.000m	2.3%
B Regional programs	\$78.683m	59.4%
C Special education	\$ 2.700m	2.0%
D Central programs	\$15.979m	12.0%
E State TAFE	\$ 8.100m	6.1%
F Commonwealth TAFE	\$24.005m	18.1%

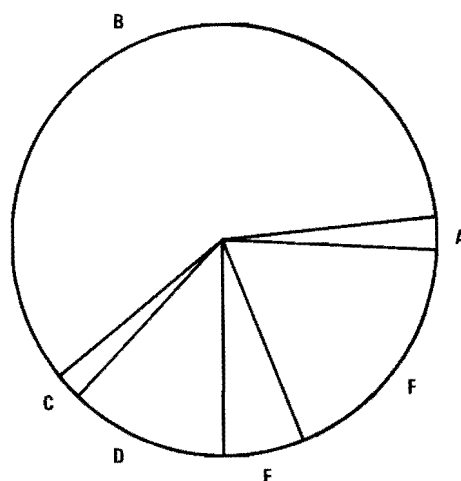
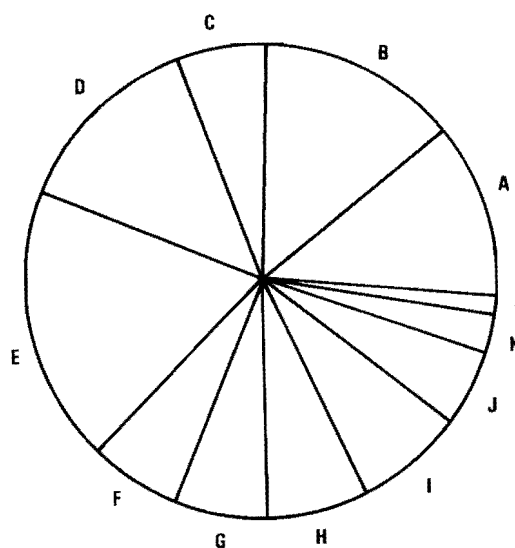


Table 4 — Regional Building Expenditure

	Expenditure	Proportion of Total Expenditure
A Western metropolitan	\$ 9.561m	12.1%
B Northern metropolitan	\$10.991m	14.0%
C Central metropolitan	\$ 4.869m	6.2%
D Eastern metropolitan	\$10.363m	13.2%
E South-eastern metropolitan	\$14.759m	18.8%
F Gippsland	\$ 4.848m	6.2%
G Benalla	\$ 5.000m	6.4%
H Bendigo	\$ 5.533m	7.0%
I Geelong	\$ 5.738m	7.3%
J Ballarat	\$ 3.884m	4.9%
K Horsham	\$ 2.119m	2.7%
* General	\$ 0.968m	1.2%



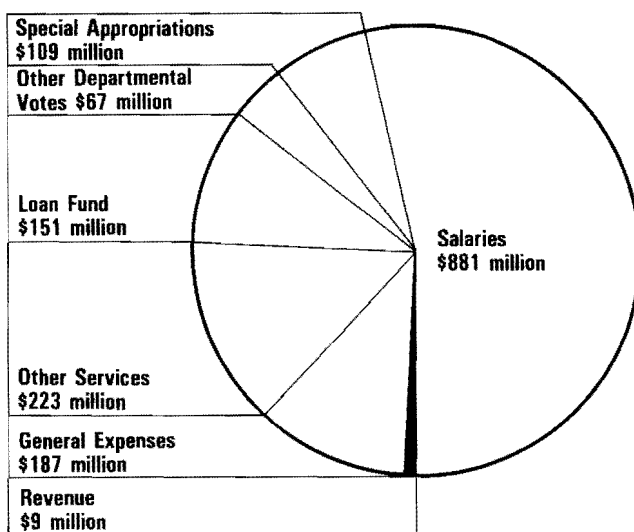
Buildings

Table 5 — Teaching Spaces Completed by Divisions

	METROPOLITAN REGIONS					COUNTRY REGIONS						
	Western	Northern	Central	Eastern	Southeastern	Gippsland	Benalla	Bendigo	Geelong	Ballarat	Horsham	TOTAL
FACILITIES COMPLETED												
PRIMARY DIVISION												
Staff/Administrative improvements	6	8	3	5	9	6	6	2	3	2	3	53
Art/Craft rooms	5	2	6	4	5	3	3	2	3	3	2	38
Libraries	5	2	5	4	8	5	2	2	3	2	3	41
General-purpose rooms	3	2	—	—	—	9	13	—	—	20	—	47
Multipurpose halls	2	—	3	4	3	1	1	1	2	3	2	22
Additional teaching spaces	—	—	—	38	2	2	—	4	14	—	—	60
Replacement teaching spaces	8	10	1	—	24	10	7	12	—	—	16	88
Toilet blocks	3	3	5	4	7	3	3	2	1	5	3	39
Canteens	4	2	1	4	2	2	1	1	4	1	2	24
Other — woodwork/metalwork (Primary-high school)	—	—	—	—	—	1	—	—	—	—	1	2
SECONDARY DIVISION												
Total teaching spaces	5	10	4	11	—	—	14	54	—	23	—	121
Science rooms	2	1	—	—	—	—	—	3	—	1	—	7
Libraries	2	1	1	—	2	1	1	2	1	2	2	15
Music rooms	—	3	—	1	—	—	—	—	—	—	—	4
Gymnasiums/Phys. Ed.	2	—	—	1	1	1	—	—	—	1	—	6
Staff/Administrative improvements	1	—	—	—	1	1	2	—	—	—	2	7
Toilet blocks	1	1	—	1	—	—	1	3	—	—	—	7
Canteens	1	—	—	—	—	1	—	2	—	—	1	5
Art/Craft rooms	1	4	1	7	—	3	4	3	—	—	—	23
Home economics rooms	—	2	—	—	—	—	1	3	—	—	—	6
General teaching spaces	—	—	1	3	—	—	14	17	—	10	—	45
Other — Multipurpose/workshops/graphics/fabrics	—	—	—	—	—	—	2	1	—	10	—	13
TECHNICAL DIVISION												
Libraries	—	1	—	—	3	—	1	—	—	2	—	7
Science rooms	—	—	—	—	3	—	2	—	—	8	—	13
Gymnasiums/Phys. Ed.	—	—	—	—	1	—	—	—	—	2	—	3
Staff/Administrative improvements	—	1	1	—	1	—	—	—	—	2	—	5
Music rooms	—	—	—	—	—	—	—	—	1	6	—	7
Workshops	—	—	—	5	1	—	—	—	—	3	—	9
Tradesrooms	—	—	—	1	4	—	—	—	—	4	—	9
Mathematics rooms	—	—	—	—	2	—	—	—	—	5	—	7
Humanities rooms	—	—	1	—	3	—	—	—	—	30	—	34
Graphics rooms	—	—	—	3	3	—	—	—	—	8	—	14
Art/Craft rooms	—	—	—	2	2	—	—	—	—	6	—	10
Canteens	—	—	—	—	2	—	—	—	—	2	—	4
Home economics rooms	—	—	—	—	4	—	—	—	—	6	—	10
Others — Multi-function space/textiles	—	—	—	—	1	—	3	—	—	4	—	8
SPECIAL SERVICES DIVISION												
(New schools)												
Special education units	—	—	—	1	—	—	1	—	—	—	—	2
Special developmental schools	—	1	—	—	—	—	1	—	—	—	—	2
Language centres	—	—	1	—	—	—	—	—	—	—	—	1

Finance

The 1980-81 year at a glance



Total Education Expenditure	\$1618 million
Less revenue	\$ 9 million
Total Net Expenditure	<u>\$1609 million</u>

Finance

Five Year Summary

All amounts have been rounded off to the nearest million dollars

	1980-81 \$ million	1979-80 \$ million	1978-79 \$ million	1977-78 \$ million	1976-77 \$ million
Education Department Vote					
Salaries	881	798	720	657	585
General Expenses	187	164	144	131	83
Other Services	223	179	177	167	144
Total Education Department Vote	1291	1141	1041	955	812
Other Departmental Votes	67	60	54	51	73
Special Appropriations	109	94	82	73	63
Loan Fund	151	149	166	160	144
Total Expenditure	1618	1444	1343	1239	1092
Less Revenue	9	5	5	4	7
Total Net Expenditure	1609	1439	1338	1235	1085

Detailed information is presented on the following pages:

Statements of Education Expenditure	Pages
Education Department Vote	
Education Administration	84
Teacher Education	86
Primary Education	86
Secondary Education	87
Technical Education	87
Education Special Services	88
Special Education	89
Teachers Tribunal	90
Teacher Registration	90
Other Departmental Votes	91

Tables of Education Expenditure	
1 Summary of Expenditure and Revenue	92
2 Costs of Administration	92
3 Costs of Instruction	93
4 Cost of Building Operation and Maintenance	93
5 Fixed Charges	94
6 Capital Costs	94
7 Revenue	94
8 Expenditure—Other Formal Education Institutions	95

Finance

Statements of Education Expenditure for the Year Ended 30 June 1981

EDUCATION DEPARTMENT VOTE

	1980-81 \$	1979-80 \$
EDUCATION ADMINISTRATION		
Salaries and Payments in the Nature of Salary		
Salaries and allowances	19 840 148	17 063 226
Overtime and penalty rates	239 939	222 301
Payments in lieu of long-service leave, retiring gratuities	97 886	43 131
	20 177 973	17 328 658
General Expenses		
Travelling and subsistence	414 659	334 145
Office requisites and equipment, printing, and stationery	799 993	1 639 917
Books and publications	721 252	638 533
Postal and telephone expenses	1 461 544	1 233 153
Motor vehicles—purchase and running expenses	137 206	111 576
Fuel, light, power, and water	228 331	161 176
Electronic data processing—expenses	538 678	591 848
Consultants and special projects—expenses	91 645	—
Incidental expenses	440 298	615 468
Libraries—head office, regional, and teachers centres	66 988	63 800
Allowances to school cleaners	70 129	76 408
Expenses in connection with examinations	520 638	428 998
Refund of school fees, rents, etc.	13 479	10 812
Payroll tax	45 361 100	39 862 648
State Employees Retirement Benefit Fund—contribution	166 031	—
	51 031 971	45 768 482
Other Services		
Bus services and pupils' travelling allowances	40 079 697	34 186 712
Fare concessions for students—		
Payment to Railways Department	1 760 000	1 580 000
Payment to Melbourne and Metropolitan Tramways Board	2 220 000	2 084 000
Scholarships and bursaries (fees and allowances) and allowances for maintenance and requisites	4 014 823	3 958 513
Education allowances for pupils at primary, secondary, and special schools	31 699 995	27 536 849
Self-help projects in Government schools—interest on moneys borrowed	240 567	184 978
Victorian Parents Council—grant	7 500	7 500
Fellowship to University of London	3 366	2 542
Australian National Memorial Theatre, schools—grant	43 400	48 880
	80 069 348	69 589 974
Carried forward	80 069 348	69 589 974

Finance

	1980-81 \$	1979-80 \$
Other Services (continued)		
Brought forward	80 069 348	69 589 974
Victorian College of the Arts, Opera School—grant	13 265	36 100
Students attending schools under reciprocal arrangements with other States—maintenance and allowances	85 408	86 196
Adult Education Fund—to supplement annual appropriation	2 472 047	1 963 965
Plain English Speaking Award—contribution towards expenses	9 997	10 000
Australian Council for Educational Research—grant	87 151	81 420
State Schools Horticultural Society—grant	20 000	20 000
Victorian Council of School Organisations—grant	35 000	24 000
Victorian Federation of State Schools Parents Clubs—grant	35 000	26 700
Curriculum Council and Curriculum Advisory Committee—expenses	19 884	29 921
Council for Christian Education in Schools—grant	179 000	150 000
University College—grant	7 912	7 500
Victorian Post-Secondary Education Commission and coordinating authorities—Victorian Institute of Colleges and State College of Victoria—expenses	1 735 000	1 546 734
Registered schools—capitation grants	68 918 766	43 511 623
Registered schools—subsidies towards interest on moneys borrowed for the provision of school buildings	819 778	759 469
Victorian Federation of Catholic Mothers Clubs and Parents Associations—grant	7 500	7 500
Family Life Movement—grant	6 000	6 000
Victorian Institute of Secondary Education—grant	3 749 200	2 831 383
Australian Education Council Secretariat—expenses	284 758	246 473
Institute of Educational Administration—grant	610 000	478 500
Specific Learning Difficulties Association of Victoria—grant	13 334	13 333
Study of Staffing and Resources for Government Schools in Australia and New Zealand—grant	7 245	14 490
Victorian Enquiry into Teacher Education—fees and expenses	24 585	73 657
State Schools Relief Committee—grant	5 000	5 000
Service Centre Pilot Project—expenses	51 090	13 344
National and State monitoring of student achievement	49 124	42 420
Victorian Post-Secondary Education Commission—ex gratia fees	4 700	12 600
Community Expectations of Education—investigation expenses	15 409	—
Artists in Schools program—expenses	13 100	—
Educational television production—expenses	99 445	—
Teacher of the Year Award—expenses	3 209	—
Australian Comparative and International Education Society Symposium 1980—grant	1 000	—
Research study of treatment techniques employed by ANSUA—expenses	220	—
Expenses in connection with the provision of emergency temporary accommodation for pupils of Emmaus College, Forest Hill, destroyed by fire	9 000	—
Non-recurring expenses	—	128 225
	159 461 475	121 716 527
Total Education Administration	230 671 419	184 813 667

Finance

Statements of Education Expenditure for the Year Ended 30 June 1981

	1980-81	1979-80
	\$	\$
TEACHER EDUCATION		
Salaries and Payments in the Nature of Salary		
Salaries and allowances	2 373 285	2 524 859
Overtime and penalty rates	—	1 000
Payments in lieu of long-service leave, retiring gratuities	29 221	59 228
	2 402 506	2 585 087
General Expenses		
Travelling and subsistence	179 431	114 903
Office requisites and equipment, printing, and stationery	45 639	38 487
Books and publications	2 000	812
Motor vehicles—purchase and running expenses	7 114	5 941
Fuel, light, power, and water	21 037	18 024
Incidental expenses	42 747	47 793
Allowances to school cleaners	86 884	85 737
	384 852	311 697
Other Services		
Students in training—allowances	2 140 839	5 813 904
Teaching scholarships	346 500	801 794
Hostels for student teachers in training—expenses	1 315 147	1 230 966
Pre-driver Education Courses—expenses	44 147	44 995
	3 846 633	7 891 659
Total Teacher Education	6 633 991	10 788 443

PRIMARY EDUCATION

Salaries and Payments in the Nature of Salary		
Salaries and allowances	353 397 063	323 963 076
Payments in lieu of long-service leave, retiring gratuities	3 098 711	2 717 242
	356 495 774	326 680 318
General Expenses		
Travelling and subsistence	794 178	662 178
Books and publications	550 000	624 288
Motor vehicles—purchase and running expenses	143 877	115 617
Incidental expenses	121 563	109 170
Equipment and requisites	717 908	632 090
Libraries—establishment grants	182 155	219 192
Allowances to school cleaners	19 651 732	18 854 970
Grants to schools	25 913 366	22 678 532
	48 074 779	41 896 037
Other Services		
Primary school review boards—expenses	734	3 698
Total Primary Education	404 571 287	368 580 053

Finance

	1980-81	1979-80
	\$	\$

SECONDARY EDUCATION

Salaries and Payments in the Nature of Salary

Salaries and allowances	274 342 563	252 222 317
Overtime and penalty rates	528	840
Payments in lieu of long-service leave, retiring gratuities	2 349 074	2 005 274
	276 692 165	254 228 431

General Expenses

Travelling and subsistence	670 393	521 159
Books and publications	146 695	116 195
Motor vehicles—purchase and running expenses	4 991	5 552
Incidental expenses	46 348	50 121
Equipment and requisites	2 523 129	2 214 000
Domestic arts	—	2 110 195
Manual training	—	295 997
Libraries—establishment grants	10 500	21 000
Allowances to school cleaners	18 402 238	14 290 743
Grants to schools	21 573 777	17 789 141
	43 378 071	37 414 103

Other Services

Secondary school review boards—fees and expenses	24 690	10 059
Gifted Children Project—expenses	18 176	—
	42 866	10 059

Total Secondary Education **320 113 102** **291 652 593**

TECHNICAL EDUCATION

Salaries and Payments in the Nature of Salary

Salaries and allowances	172 127 625	152 862 295
Payments in lieu of long-service leave, retiring gratuities	1 144 382	770 805
	173 272 007	153 633 100

General Expenses

Travelling and subsistence	448 671	321 999
Books and publications	44 155	43 375
Incidental expenses	10 300	6 459
Libraries—establishment grants	32 500	47 500
Grants to schools	38 769 860	33 203 095
	39 305 486	33 622 428

Other Services

Colleges of Advanced Education (non-tertiary)—grants	57 631 474	48 470 855
Post-school Education in Albury/Wodonga Secretariat—contributions towards expenses	18 500	—
	57 649 974	48 470 855

Total Technical Education **270 227 467** **235 726 383**

Finance

Statements of Education Expenditure for the Year Ended 30 June 1981

	1980-81	1979-80
	\$	\$
EDUCATION SPECIAL SERVICES		
Salaries and Payments in the Nature of Salary		
Salaries and allowances	21 699 743	17 606 440
Overtime and penalty rates	951	1 000
Payments in lieu of long-service leave, retiring gratuities	125 798	127 319
	21 826 492	17 734 759
General Expenses		
Travelling and subsistence	559 889	464 924
Office requisites and equipment, printing, and stationery	411 627	308 992
Books and publications	118 414	69 000
Motor vehicles—purchase and running expenses	48 587	33 204
Fuel, light, power, and water	139 671	110 477
Incidental expenses	35 205	35 981
Consultants and special projects—expenses	13 221	—
Allowances to school cleaners	153 355	144 103
Visual education	695 984	749 998
	2 175 953	1 916 679
Other Services		
Victorian Aboriginal Education Consultative Group—expenses	15 500	7 000
Contribution towards organised athletics in State schools	5 000	5 000
Residential group activities of students in training and pupils at Somers, Rubicon, and elsewhere	358 117	310 951
Speech therapy and psychology tests, etc.—travelling expenses of country children and parents	216	588
Intensive language centres for child and adult migrants—expenses	172 818	—
Subsidies for fencing school endowment plantations	5 962	5 936
Grants for the development of community languages and multi-education teaching materials	99 915	—
	657 528	329 475
Total Education Special Services	24 659 973	19 980 913

Finance

	1980-81	1979-80
	\$	\$
SPECIAL EDUCATION		
Salaries and Payments in the Nature of Salary		
Salaries and allowances	29 571 579	25 236 094
Payments in lieu of long-service leave, retiring gratuities	52 350	124 065
	29 623 929	25 360 159
General Expenses		
Travelling and subsistence	303 452	271 190
Books and publications	29 247	27 862
Motor vehicles—purchase and running expenses	31 466	31 946
Incidental expenses	7 311	5 181
Equipment and requisites	206 356	173 883
Domestic arts	—	137 410
Manual training	—	19 495
Libraries—establishment grants	29 000	12 500
Allowances to school cleaners	1 094 559	970 838
Grants to schools	1 376 742	1 082 751
	3 078 133	2 733 056
Other Services		
Subsidies to hostels established in connection with country special schools	9 470	8 850
Subsidy towards expenses of conducting a school by the Bendigo Committee for Promotion of Oral Education of the Deaf	121 500	102 397
Subsidy towards cost of transport of handicapped children to specialised schools	16 487	13 309
Royal Victorian Institute for the Blind—grant to meet salaries of teaching staff at Burwood School for the Blind	524 660	450 387
Hostels attached to special schools—expenses	97 628	91 162
State Council for Special Education	63 838	47 172
McDonald House, Hostel Centre—grant	19 000	19 000
Non-recurring expenses	—	21 318
	852 583	753 595
Total Special Education	33 554 645	28 846 810

Finance

Statements of Education Expenditure for the Year Ended 30 June 1981

	1980-81 \$	1979-80 \$
TEACHERS TRIBUNAL		
Salaries and Payments in the Nature of Salary		
Salaries and allowances	166 559	163 150
Overtime and penalty rates	3 650	2 796
Payments in lieu of long-service leave, retiring gratuities	117 359	—
	287 568	165 946
General Expenses		
Travelling and subsistence	1 371	469
Office requisites and equipment, printing, and stationery	4 490	3 582
Books and publications	1 088	2 086
Postal and telephone expenses	8 323	9 627
Motor vehicles—purchase and running expenses	2 849	1 826
Incidental expenses	10 958	6 768
	29 079	24 358
Total Teachers Tribunal	316 647	190 304
TEACHER REGISTRATION		
Salaries and Payments in the Nature of Salary		
Salaries and allowances	132 031	137 490
Overtime and penalty rates	2 138	2 252
	134 169	139 742
General Expenses		
Travelling and subsistence	13 595	11 418
Office requisites and equipment, printing, and stationery	6 338	5 279
Books and publications	712	1 280
Postal and telephone expenses	5 000	4 544
Incidental expenses	306	8
	25 951	22 529
Total Teacher Registration	160 120	162 271
Total Education Department Vote	1 290 908 651	1 140 741 437

Finance

OTHER DEPARTMENTAL VOTES

	1980-81 \$	1979-80 \$
HEALTH DEPARTMENT		
Expenses in connection with pre-school scholarships	105 815	273 170
Subsidies to various authorities towards cost of maintaining kindergartens and pre-school centres and towards the cost of kindergarten supervision	31 976 297	28 270 752
Subsidy to the City of Knox towards the cost of a pilot project for the introduction of an Early Childhood Education and Development Program	258 916	272 907
MINISTRY FOR THE ARTS		
State Library	18 745 343	16 551 047
PUBLIC WORKS DEPARTMENT		
Repairs, rents, rates, etc.	3 602 465	2 955 882
SOCIAL WELFARE DEPARTMENT		
Attendance officers	355 735	285 290
TREASURY		
Workers Compensation Insurance	12 244 351	11 330 000
	67 288 922	59 939 048
SPECIAL APPROPRIATIONS		
Minister of Education and Minister of Educational Services	134 297	118 933
Debt charges	64 276 000	56 263 000
Pensions and Superannuation	44 548 990	37 884 542
Adult Education Fund	50 000	50 000
Education Volunteer Workers Compensation	28 290	10 046
	109 037 577	94 326 521
LOAN FUND		
State schools, etc.—purchase of sites and properties, erection and maintenance of buildings, furniture, etc.	146 441 752	144 580 394
State Library	548 294	358 813
Teacher Housing Authority	3 309 000	3 303 000
Health Department (kindergartens and pre-school centres)	661 522	1 278 416
	150 960 568	149 520 623
Total Expenditure	1 618 195 718	1 444 527 629
Less Revenue	9 164 150	5 290 920
Total Net Expenditure	1 609 031 568	1 439 236 709

92 Tables of Education Expenditure for the Year Ended 30 June 1981

*All amounts have been rounded off to the nearest thousand dollars

Table 1—Summary of Expenditure and Revenue

	Teacher Education	Primary Education	Secondary† Education	TAFE	Special Education	Total 1980-81	Total 1979-80
	*\$000	*\$000	*\$000	*\$000	*\$000	*\$000	*\$000
Costs of administration	4 251	15 481	7 993	1 832	3 558	33 115	30 744
Costs of instruction	7 576	404 908	480 496	132 829	35 489	1 061 298	958 032
Costs of building operation and maintenance	401	38 884	31 975	2 376	1 545	75 181	83 162
Fixed charges	709	69 238	74 558	13 696	4 912	163 113	141 795
Total recurring expenditure	12 937	528 511	595 022	150 733	45 504	1 332 707	1 193 733
Less revenue	1 470	1 958	1 491	4 098	147	9 164	5 290
Net recurring expenditure	11 467	526 553	593 531	146 635	45 357	1 323 543	1 188 443
Cost per pupil		(\$1 476)	(\$2 550)				
Capital costs	312	39 905	43 864	36 581	4 135	124 797	126 754
	11 779	566 458	637 395	183 216	49 492	1 448 340	1 315 197
Expenditure—other formal educational institutions						160 375	124 040
						1 608 715	1 439 237

Table 2—Costs of Administration

Salaries of Ministers, Director-General of Education, Assistant Directors-General, Directors, and Assistant Directors	297	1 197	851	198	189	2 732	1 911
Salaries of inspectorial staff		1 603	1 079	154		2 836	2 681
Salaries of specialist staff	1 482	2 790	1 346	335	1 483	7 436	6 894
Salaries of administrative and clerical staff	1 845	7 237	3 303	826	1 376	14 587	12 540
Travelling and removal expenses	77	358	280	47	56	818	691
Postage, telephone, telegraphs	89	447	215	53	89	893	779
Books, periodicals, papers	81	395	189	47	79	791	704
Stores, stationery, equipment purchase and maintenance	147	505	243	61	101	1 057	2 010
Sundries	233	949	487	111	185	1 965	2 534
	4 251	15 481	7 993	1 832	3 558	33 115	30 744

†Secondary Education figures include secondary-technical

Tables of Education Expenditure for the Year Ended 30 June 1981

*All amounts have been rounded off to the nearest thousand dollars

Table 3—Costs of Instruction

	Teacher Education	Primary Education	Secondary† Education	TAFE	Special Education	Total 1980-81	Total 1979-80
	*\$000	*\$000	*\$000	*\$000	*\$000	*\$000	*\$000
Salaries and allowances of teachers	1 840	353 848	380 057	60 981	28 476	825 202	751 961
Salaries and allowances of advisory and special staff including teacher-aides and rural aides	1 135	7 178	3 553	681	2 080	14 627	9 360
Travelling and removal expenses	223	965	733	101	388	2 410	1 866
Salaries of clerical staff in schools and colleges	—	6 228	14 887	—	572	21 687	19 105
Salaries of other general staff	—	4	2 173	—	131	2 308	2 095
Stores, stationery, materials, and equipment	161	1 401	2 977	47	335	4 921	4 986
Library books and periodicals	22	841	299	—	80	1 242	1 181
Textbooks (including education allowances)	—	8 122	14 338	217	243	22 920	20 334
Telephones, telegrams, postage	84	257	126	23	81	571	460
Transportation of pupils	—	9 007	21 043	337	2 085	32 472	28 140
Hostel expenses	1 338	214	145	—	126	1 823	1 702
Scholarships and bursaries (including allowances to students in training)	2 700	1	3 227	—	41	5 969	9 788
Subsidy to State school parents organisations	—	35	35	—	—	70	50
Examination costs	—	1	177	342	—	520	429
Grants to schools	—	16 229	36 040	70 066	769	123 104	105 398
Other (including maintenance allowances to indigent persons, etc.)	73	577	686	34	82	1 452	1 177
	7 576	404 908	480 496	132 829	35 489	1 061 298	958 032

Table 4—Cost of Building Operation and Maintenance

Wages of cleaners	98	19 875	16 475	8	949	37 405	32 533
Contract cleaning, materials, etc.	11	98	72	6	27	214	291
Fuel and electricity	51	5 878	5 340	19	368	11 656	9 451
Water and sanitation	7	1 688	768	3	66	2 532	1 943
Maintenance of buildings, residences, and grounds	234	11 345	9 320	2 340	135	23 374	18 944
	401	38 884	31 975	2 376	1 545	75 181	63 162

†Secondary Education figures include secondary-technical

Tables of Education Expenditure for the Year Ended 30 June 1981

*All amounts have been rounded off to the nearest thousand dollars

Table 5—Fixed Charges

	Teacher Education	Primary Education	Secondary† Education	TAFE	Special Education	Total 1980-81	Total 1979-80
	*\$000	*\$000	*\$000	*\$000	*\$000	*\$000	*\$000
Pensions and Superannuation	121	19 228	20 569	3 309	1 489	44 716	37 885
Payroll Tax	123	19 505	20 866	3 357	1 511	45 362	39 863
Debt charges	—	24 580	26 866	4 573	1 143	57 162	49 751
Rents of school accommodation	432	648	612	1 549	360	3 601	2 956
Insurance	33	5 277	5 645	908	409	12 272	11 340
	709	69 238	74 558	13 696	4 912	163 113	141 795

Table 6—Capital Costs

Purchase of land and cost of survey	—	2 036	941	942	1	3 920	6 341
Building and grounds—							
(a) Instruction buildings	47	34 646	39 712	33 335	3 637	111 377	110 149
(b) Teachers' residences	265	1 324	635	159	265	2 648	2 643
(c) Administrative buildings	—	250	180	20	50	500	1 107
School furniture and equipment	—	1 649	2 396	2 125	182	6 352	6 514
	312	39 905	43 864	36 581	4 135	124 797	126 754

Table 7—Revenue

Fees for instruction	—	—	89	—	—	89	100
Fees for examination	—	—	—	3	—	3	5
Rent for school buildings and quarters (including hostels)	627	77	33	—	—	737	796
Receipts for sale of property	—	—	—	—	—	—	1
Other (publications, bonds, hostels, board, etc.)	843	1 881	1 369	4 095	147	8 335	4 388
	1 470	1 958	1 491	4 098	147	9 164	5 290

†Secondary Education figures include secondary-technical

Tables of Education Expenditure for the Year Ended 30 June 1981

*All amounts have been rounded off to the nearest thousand dollars

Table 8—Expenditure—Other Formal Education Institutions

	Capital Expenditure	Recurrent Expenditure	Total 1980-81	Total 1979-80
	*\$000	*\$000	*\$000	*\$000
Universities	—	4 624	4 624	4 237
Colleges of Advanced Education (excluding agricultural colleges)	—	2 498	2 498	2 286
Nongovernment schools—				
(a) Grants	—	68 919	68 919	43 532
(b) Subsidies and educational allowances	—	8 780	8 780	7 203
(c) Scholarships and bursaries	—	546	546	796
(d) Pupil conveyance	—	11 680	11 680	9 805
(e) Interest on loans	—	820	820	760
(f) Other	—	181	181	194
State Library	548	18 745	19 293	16 910
Special Institutions (schools)	—	538	538	486
Pre-school education	662	32 341	33 003	30 095
Adult Education	—	2 522	2 522	2 014
Australian Council for Educational Research	—	87	87	81
Australian Education Council Secretariat	—	285	285	246
Teachers Tribunal	—	—	—	190
Public examinations	—	3 749	3 749	2 863
Institute of Educational Administration	—	610	610	479
Victorian Post-Secondary Education Commission and coordinating authorities, VIC and SCV	—	1 735	1 735	1 573
State Schools Horticultural Society	136	20	156	78
Other	—	349	349	212
	1 346	159 029	160 375	124 040

Statistics

The statistical tables that follow provide information concerning both Government and nongovernment schools.

Government schools are classified as:

- Primary schools;
- Secondary high schools — includes high-technical schools;
- Secondary technical schools — includes technical-high schools — some have TAFE components;
- Primary-secondary schools — includes only those schools currently with primary and secondary enrolments;
- Special schools — for mentally, socially, and physically disabled children — includes special developmental units.

Government Schools

Table 1.1—Number of Schools in Operation on 1 July 1980

TYPE OF SCHOOL		NUMBER OF SCHOOLS	ENROLMENTS
PRIMARY	Primary schools	1677	364 861
	Primary-secondary ¹	18	4 029
	Correspondence		558
	TOTAL	1695	369 248
SECONDARY	High	284	165 189
	Technical	108	63 946
	Primary-secondary ²		1 342
	Correspondence	1	946
	TOTAL	393	231 423
Special schools ³		70	5 428
TAFE only Colleges		20	
TOTAL		2178	606 099

1. Includes primary enrolments in primary-secondary schools

2. Includes secondary enrolments in primary-secondary schools

3. Includes special developmental schools

Statistics

Government Schools

Table 1.2—Size of Schools According to Number of Pupils as at 1 July 1980

PUPILS	PRIMARY	PRIMARY- SECONDARY	SECONDARY ³	SPECIAL	TOTAL
Less than 21	279			13	292
21-35	185			16	201
36-64	185			5	190
65-100	103		4	13	120
101-200	172	7	23	21	223
201-224	43	1	12	1	57
225-300	139	2	20		161
301-400	227	4	39		270
401-500	135	3	46	1	185
501-600	114	1	49		164
601-800	88		132		220
801-1000	6		52		58
1001-1200	1		15		16
1201-2000		1			1 ¹
TOTAL	1677	19	392	70	2158²

1. Correspondence School

2. Excludes TAFE colleges

3. Includes technical schools with secondary enrolments

Table 1.3—Total Equivalent Full-time Teachers by Area of Employment as at March 1981

SCHOOL OR PAID AREA OF EMPLOYMENT	DIVISION OF CLASSIFICATION			
	Primary	Secondary	Technical	Total (EFT)
1. Primary	22 064	59	5	22 128
2. Secondary	78	15 890	161	16 129
3. Technical	108	667	10 150	10 952
4. Special	1 069	8	10	1 087
5. Administration	59	101	180	320
6. Special Services	676	194	79	949
7. Other	188	113	41	322
TOTAL (EFT)	24 222	17 032	10 606	51 860

The figures include teachers on leave and all teachers attached to schools such as teacher-librarians, art/craft teachers, etc.

86 Table 1.4—Numbers of Teachers by Classification Level as at March 1981

DIVISION	CLASSIFIED TEACHERS					TEMPORARY TEACHERS			TOTAL
	PRINCIPALS	SENIOR TEACHERS	ASSISTANTS WITH RESPONSIBILITY	ASSISTANT TEACHERS	TOTAL	FULL- TIME	PART- TIME	LIMITED TENURE	TOTAL
PRIMARY									
Men	560	1471	1317	3 490	6 838	226	1		227 7 065
Women	190	405	1517	13 437	15 549	1408	334	11	1753 17 302
TOTAL	750	1876	2834	16 927	22 387	1634	335	11	1980 24 367
SECONDARY									
Men	460	1016	507	5 302	7 285	456	68		524 7 809
Women	74	299	254	7 271	7 898	829	840	4	1673 9 571
TOTAL	534	1315	761	12 573	15 183	1285	908	4	2197 17 380
TECHNICAL									
Men	279	814	424	5 154	6 671	1034	95		1129 7 800
Women	32	99	44	1 903	2 078	553	285		838 2 916
TOTAL	311	913	468	7 057	8 749	1587	380		1967 10 716

Table 1.5—Census Enrolments—Primary Education as at 1 July 1980

AGE ¹	SEX	YEAR OF EDUCATION							TOTAL PRIMARY ²	SPECIAL UNGRADED ³	ALL SCHOOLS
		P	1	2	3	4	5	6			
Under 6	M	22 273	153						22 426	127	
	F	21 613	139						21 752	105	44 410
6	M	2 492	23 081	182					25 755	109	
	F	1 754	22 340	197					24 291	71	50 226
7	M	32	2 953	23 511	229				26 725	140	
	F	22	2 062	22 865	283				25 242	88	52 185
8	M	2	64	3 380	24 516	311			28 273	156	
	F	5	50	2 261	24 374	350	3		27 043	101	55 573
9	M		2	86	3 566	24 770	408	1	28 833	214	
	F		2	61	2 333	25 220	472	1	28 089	159	57 295
10	M		2	7	101	3 336	23 080	506	27 032	269	
	F	1		1	63	2 286	23 001	514	25 866	159	53 326
11	M				4	104	3 295	23 331	26 734	285	
	F				2	56	2 105	23 129	25 292	167	52 478
12	M				1	2	139	3 193	3 335	302	
	F						68	2 199	2 267	164	6 068
13	M						2	123	125	326	
	F						1	71	72	216	739
14+	M							46	46	1358	
	F						1	59	60	912	2 376
SUBTOTALS	M	24 799	26 255	27 166	28 417	28 523	26 924	27 200	189 284	3286	192 570
	F	23 395	24 593	25 385	27 055	27 912	25 651	25 973	179 964	2142	182 106
TOTAL		48 194	50 848	52 551	55 472	56 435	52 575	53 173	369 248	5428	374 676
AVERAGE		5.6	6.6	7.6	8.6	9.6	10.6	11.6			
AGE		5.6	6.6	7.6	8.6	9.6	10.6	11.6			

1. Age as at 1 July 1980

2. Primary enrolments in primary-secondary schools and in the Correspondence School are included.

3. Special school enrolments include enrolments in special developmental schools.

Table 1.6—Census Enrolments—High Schools as at 1 July 1980

AGE*	SEX	YEAR OF EDUCATION						SUB-TOTAL	TOTAL
		7	8	9	10	11	12		
10	M	2						2	
	F	2						2	4
11	M	387	10	1				398	
	F	581	10					591	989
12	M	11 650	412	5				12 067	
	F	16 695	576	9				17 280	29 347
13	M	1 694	11 297	426	8			13 425	
	F	1 897	16 541	656	5			19 099	32 524
14	M	145	1 899	10 714	464	6		13 228	
	F	132	2 098	16 273	649	2		19 154	32 382
15	M	5	179	2 017	9 793	314	1	12 309	
	F	5	177	2 360	14 918	578	1	18 039	30 348
16	M		8	208	2 031	7 085	261	9 593	
	F		7	202	2 174	11 192	394	13 969	23 562
17	M		2	21	236	1 893	3 423	5 575	
	F		3	16	206	1 810	5 249	7 284	12 859
18	M		1	7	21	230	971	1 230	
	F			4	21	185	906	1 116	2 346
19	M			2	6	31	217	256	
	F			1	4	30	130	165	421
20	M				1	12	58	71	
	F				1	13	40	54	125
21+	M					11	50	61	
	F				1	48	172	221	282
SUBTOTAL	M	13 883	13 808	13 401	12 560	9 582	4 981	68 215	
	F	19 312	19 412	19 521	17 979	13 858	6 892	96 974	
TOTAL		33 195	33 220	32 922	30 539	23 440	11 873	165 189	165 189
AVERAGE AGE	M	12.6	13.6	14.7	15.7	16.7	17.8		
	F	12.6	13.6	14.6	15.6	16.6	17.7		
STUDENTS REPEATING	M	272	337	398	561	675	249	2 492	
	F	269	286	415	542	605	220	2 337	4 829

*Age as at 1 July 1980

Table 1.7—Census Enrolments—Secondary-technical Schools as at 1 July 1980

AGE*	SEX	YEAR OF EDUCATION					SUB TOTAL	TOTAL
		7	8	9	10	11		
10	M	1					1	
	F							1
11	M	252	3				255	
	F	88	2				90	345
12	M	8 845	292	3			9 140	
	F	2 783	85	3			2 871	12 011
13	M	1 851	8 941	318			11 110	
	F	424	2 668	86			3 178	14 288
14	M	120	1 915	8 577	269	1	10 882	
	F	20	411	2 320	91		2 842	13 724
15	M	11	149	2 095	7 922	225	10 402	
	F	4	31	383	2 160	85	2 663	13 065
16	M	1	15	242	1 989	4 522	6 769	
	F		10	28	396	1 631	2 065	8 834
17	M		3	8	198	952	1 161	
	F			2	32	299	333	1 494
18	M				13	99	112	
	F				4	28	32	144
19	M			1	5	9	15	
	F				1	5	6	21
20	M				1	7	8	
	F					1	1	9
21	M				1	5	6	
	F					4	4	10
SUBTOTAL	M	11 081	11 318	11 244	10 398	5 820	49 861	
	F	3 319	3 207	2 822	2 684	2 053	14 085	
TOTAL		14 400	14 525	14 066	13 082	7 873	63 946	63 946
AVERAGE	M	12.7	13.7	14.7	15.7	16.7		
AGE	F	12.6	13.6	14.6	15.6	16.7		
STUDENTS	M	61	117	312	213	76	779	
REPEATING	F	6	16	37	48	35	142	921

*Age as at 1 July 1980

Table 1.8—Census Enrolments—Secondary Enrolments in Primary-secondary Schools as at 1 July 1980

AGE*	SEX	YEAR OF EDUCATION						SUB-TOTAL	TOTAL
		7	8	9	10	11	12		
11	M	6						6	
	F	14						14	20
12	M	233	10					243	
	F	267	11	1				279	522
13	M	34	187	4				225	
	F	25	223	7				255	480
14	M	5	43	109	1			158	
	F	2	36	116	4			158	316
15	M	2	9	22	63	1		97	
	F	1	4	20	99			124	221
16	M	1	1	9	23	22		56	
	F		3	5	21	41		70	126
17	M			4	3	12	8	27	
	F			4	5	14	19	42	69
18	M			4	6	9	2	21	
	F	1		1	7	12	15	36	57
19	M			2	3	4	3	12	
	F			1	2	7	6	16	28
20	M				3	4	4	11	
	F			1	3	6	8	18	29
21	M	2	1	20	25	44	76	168	
	F	1	3	49	27	44	128	252	420
SUBTOTAL	M	283	251	174	127	96	93	1024	
	F	311	280	205	168	124	176	1264	
TOTAL		594	531	379	295	220	269	2288	2288
AVERAGE	M	12.7	13.7	15.7	17.3	19.4			
AGE	F	12.6	13.7	16.4	16.9	18.9			
STUDENTS	M	4	3		2			9	
REPEATING	F	1	1		4	1		7	16

This table includes the Correspondence School

*Age as at 1 July 1980

Table 2.1—Nongovernment Schools—Size, According to Number of Pupils and Classification as at 1 July 1980

PUPILS	PRIMARY	PRIMARY SECONDARY	SECONDARY	SPECIAL UNGRADED	TOTAL
Less than 21	8	1		2	11
21-35	20	1	1	3	25
36-64	34	7	2	4	47
65-100	26	3		1	30
101-200	97	13	6		116
201-224	26	2	4		32
225-300	82	9	14		105
301-400	54	12	19		85
401-500	30	9	11		50
501-600	13	4	12		29
601-800	15	21	20		56
801-1000	2	10	8		20
1001-1200		11	2		13
1201-2000		10	4		14
TOTAL	407	113	103	10	633

Table 2.2—Numbers of Teachers in Nongovernment Schools as at 1 July 1980

TYPE OF SCHOOL	FULL-TIME			PART-TIME			TOTAL			FULL-TIME EQUIVALENT
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	
Catholic	2156	5161	7 317	207	1093	1300	2363	6254	8 617	7 888
C. of E. ¹	708	597	1 305	132	253	385	840	850	1 690	1 480
U. & P. ²	475	416	891	91	191	282	566	607	1 173	1 022
Baptist	83	100	183	5	43	48	88	143	231	208
Hebrew	48	137	185	18	83	101	66	220	286	232
Other	307	518	825	63	149	212	370	667	1 037	920
TOTAL	3777	6929	10 706	516	1812	2328	4293	8741	13 034	11 750

1. Church of England

2. Uniting and Presbyterian

Table 2.3—Census Enrolments—Primary Education as at 1 July 1980

AGE ¹	SEX	YEAR OF EDUCATION							TOTAL PRIMARY ²	SPECIAL UNGRADED	ALL SCHOOLS
		P	1	2	3	4	5	6			
Under 6	M	7 142	178						7 320	5	
	F	7 189	216						7 405	4	14 734
6	M	751	7 183	198	1				8 133	11	
	F	515	6 957	212					7 684	4	15 832
7	M	18	843	6 974	181	1			8 017	6	
	F	15	549	7 004	185				7 753	9	15 785
8	M		23	895	7 127	233	4	2	8 284	23	
	F		14	694	7 456	328	3	2	8 497	11	16 815
9	M	1		24	1 016	7 289	343	42	8 715	31	
	F	1		15	738	7 757	417	40	8 968	13	17 727
10	M			2	41	970	7 545	325	8 883	35	
	F			2	17	658	7 408	440	8 526	17	17 461
11	M				4	44	1 058	7 412	8 518	17	
	F				1	28	720	7 474	8 223	19	16 777
12	M	1				1	42	1 127	1 171	27	
	F		1			1	16	692	710	19	1 927
13	M						5	54	59	22	
	F						3	41	44	25	150
14 +	M							3	3	41	
	F				1				1	60	105
SUB-TOTALS	M	7 913	8 227	8 093	8 370	8 538	8 997	8 965	59 103	218	59 321
	F	7 720	7 737	7 927	8 398	8 773	8 567	8 689	57 811	181	57 992
TOTAL		15 633	15 964	16 020	16 768	17 311	17 564	17 654	116 914	399	117 313
AVERAGE AGE	M	5.6	6.6	7.6	8.6	9.6	10.6	11.6			
	F	5.6	6.5	7.6	8.6	9.5	10.5	11.5			

1. Age as at 1 July 1980

2. Primary enrolments in primary-secondary schools are included.

Table 2.4—Census Enrolments—Secondary Education as at 1 July 1980

AGE ¹	SEX	YEAR OF EDUCATION						SUB-TOTAL ²	TOTAL
		7	8	9	10	11	12		
10	M	2						2	
	F								2
11	M	365	2					367	
	F	501	3					504	871
12	M	7 888	385	8				8 281	
	F	8 831	498	2				9 331	17 612
13	M	1 067	7 520	580	3			9 170	
	F	665	8 527	481		1		9 674	18 844
14	M	44	1 000	6 836	418	4		8 302	
	F	22	718	8 139	589	1		9 469	17 771
15	M		55	981	6 569	581	2	8 188	
	F	3	32	686	7 677	687	8	9 093	17 281
16	M		2	56	1 027	5 355	464	6 904	
	F	1	1	30	770	6 521	493	7 816	14 720
17	M			5	66	991	3 685	4 747	
	F	1		4	50	912	4 271	5 238	9 985
18	M				1	86	680	767	
	F			1	2	90	583	676	1 443
19	M					4	78	82	
	F			1	3	15	54	73	155
20	M					4	14	18	
	F				1	7	14	22	40
21	M					3	7	10	
	F					41	37	78	88
SUBTOTAL	M	9 366	8 964	8 466	8 084	7 028	4 930	46 838	
	F	10 024	9 779	9 344	9 092	8 275	5 460	51 974	
TOTAL		19 390	18 743	17 810	17 176	15 303	10 390	98 812	98 812
AVERAGE	M	12.6	13.6	14.6	15.6	16.6	17.6		
AGE	F	12.5	13.5	14.5	15.5	16.6	17.6		
STUDENTS	M	34	50	50	97	253	177	661	
REPEATING	F	25	30	26	38	166	144	429	1 090

1. Age as at 1 July 1980

2. Secondary enrolments in primary-secondary schools are included.